

DOCUMENT RESUME

ED 198 361

CE 028 072

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TITLE Co-operative Education, Career Exploration Visit and Work Experience Weeks: An Evaluation. Research Service, # 158.
INSTITUTION Toronto Board of Education (Ontario).
REPORT NO ISBN-O-88881-160-8
PUB DATE Dec 80
NOTE 146p.: Not available in paper copy due to poor reproductibility.
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS Business Education; Career Education; *Career Exploration; Career Planning; *Cooperative Education; *Employer Attitudes; High Schools; Program Effectiveness; Program Evaluation; School Business Relationship; *Student Attitudes; *Teacher Attitudes; Vocational Education; *Work Experience Programs
IDENTIFIERS Toronto Public Schools ON

ABSTRACT

The narrative portion of this report focuses on a study of Toronto's high school work experience and career exploration programs to examine perception of the programs by participating students, teachers, and employers. A literature review comprises the first part. The second section identifies the goals of the three types of work experience programs--cooperative education, career exploration visit, and work experience weeks. (Programs differ somewhat from programs elsewhere with similar titles.) Section 3 briefly reviews development of the instruments and describes the way in which respondents were identified (850 students, 52 teachers, 155 employers) and data were collected. Section 4 organizes results for the four programs investigated (cooperative education, career exploration visit, and business education and technical education work weeks) into two parts: program organization and operation, and meeting the program's goals. The discussion and conclusions section focuses on successes and failures of the program and includes suggestions provided by the three groups of respondents who viewed the programs as being successful overall. Appendixes, amounting to over one-half of the report, include the questionnaires and record forms and detailed tabulation of results for each program individually. (YLB)

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ED198361

ISSN 0316-8786
ISBN 0-88881-160-8

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Co-operative Education, Career Exploration
Visit and Work Experience Weeks:
An Evaluation

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#158

Dec. 1980

RESEARCH SERVICE

issued by the
Research Department

THE BOARD OF EDUCATION



FOR THE CITY OF TORONTO

CE028072

ACKNOWLEDGEMENTS

The authors would like to express their thanks to:

- Work experience work group members, principals, staff and students who described the goals of the programs;
- The business and technical co-ordinators, central placement staff and the Program directors in the schools who provided valuable advice during the project development;
- The students of various programs for completing questionnaires;
- The participating teachers of various programs who helped us for administering the questionnaires and interviewing the students; the teachers also made valuable contributions to this study by agreeing to lengthy interviews;
- The employers for completing the questionnaires;
- Renato Pablo who was the research assistant during the initial stages of the project;
- Lynda Groves who did the layout for the questionnaires;
- Lily Malobabic who did the layout and typing of the first draft and the final report; and
- Holly McGill who shared the typing of the first draft.

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INTRODUCTION

In February, 1978, the Work Experience and Career Exploration Committee (now replaced by the Practical Education Committee) of the Toronto Board of Education, requested a report on the feasibility of an in-depth research study of the work experience programs.

The term "work experience" is a general term that is used to describe a variety of different activities. In Toronto both business education and technical education have had their work weeks for many years: the co-operative education program is developing within the Ministry's guidelines; a career exploration visit is part of the career planning course; the reality work experience was a particular program operating at West Park Secondary School for a few years; various other programs are arranged informally within different schools.

The report from the officials noted that an in-depth look at the work experience programs would require a fairly complex, expensive study, possibly including a follow-up study of both participating and non-participating students to find out if there was a significant increase in the employability skills of the participating students as compared to the non-participating students. A similar but comparatively less extensive design would need to develop measures that could provide pre-test and post-test scores on the employability skills of the participating students only.

It was indicated that appropriate items for the evaluation depended on the programs' goals. The report further suggested that the nature and the operation of the present

programs probably did not require such an in-depth study. Having received this report, the Board on June 29, 1978, approved the following recommendation:

"...that the Research Department proceed with a study of Work Experience and Career Exploration Programs..."

(Board Minutes, June 29, 1978,
page 696)

The study was conducted in five phases.

Phase I: Identify and Specify the Programs' Goals

To identify the goals of the programs, the perceptions of a sample of participating students, staff, principals and committee members were surveyed (beginning in the fall of 1978). Their responses were analyzed and used to specify the goals which would be included in the evaluation. A review of relevant research literature was undertaken concurrently.

Phase II: Develop and Pilot Test the Instruments

Based on these goals, three questionnaires were prepared; one each for business education, technical education and career exploration students. With the co-operation of staff in several schools the questionnaires were tried out in the spring of 1979 with a variety of students in several classes.

Phase III: Revise and Prepare Final Form of the Questionnaires and Interview Schedules

Using the results of the pilot test and the helpful comments of school staff and students, questionnaires were revised to remove ambiguities and facilitate administration. In addition, based on suggestions from some teachers, two more instruments were developed; a questionnaire for participating employers and an interview schedule for the teachers. An interview schedule, similar to the student questionnaires was developed for the co-operative education students.

Phase IV: Data Collection

Data were collected from each school through the 1979-'80 school year according to its timetable

for the work experience and career exploration programs. Interviews were conducted with staff in each school to collect details about the program and the employers' questionnaires were sent by mail.

Phase V: Data Analysis and Report Preparation

This final phase began in the summer of 1980 since some programs were operated late in the school year and results were not available till mid-June.

This report is in three sections: the first part is the literature review; the next section identifies the goals of the Toronto programs, which differ somewhat from programs elsewhere that have had similar titles; the last section deals with the data collected from those participating in the programs.

LITERATURE REVIEW

The idea of high school age students combining formal education with job experience is not new. Indeed, at the beginning of the twentieth century, Dewey was urging the integration of real problems of daily living into the school curriculum. The concept of work experience programs has, however, gained real momentum in the last decade as more people see such programs as a way to help students make the transition from the school environment to the world of work.

The review of literature has found a variety of work experience programs. Although they often have some features in common, they vary in such details as target population, length, goals, criteria of success and so on. Since terminology and program names do not always reflect such program variations, the evaluations must be approached carefully as they are rarely directly comparable.

American Studies

In the United States, work experience programs were started in response to the manpower shortage during the war. The schools readjusted their schedules to permit half days at work and half days at school. Work experience was said to provide real life motivation, develop a sense of responsibility, aid pupils in attaining maturity, and satisfy their needs for recognition and prestige (Frazier, 1946). Career education emerged as a priority research and development thrust of the Office of Education in the seventies, as a response to the problems of youth unemployment in

America. While public expectations regarding the contribution of schooling to success in life remained high, there was considerable evidence that young people leaving school were not well-prepared for the adult working world (Jenks, 1976).

In 1971, the Office of Education directed the development of Experience Based Career Education (EBCE) projects by four regional laboratories: the Research for Better Schools in Philadelphia, Pennsylvania; the Far West Laboratory for Educational Research and Development in San Francisco, California; the Appalachia Educational Laboratory in Charleston, West Virginia; and the North-West Regional Educational Laboratory in Portland, Oregon (Savage, 1979). These projects were to develop model programs which would place students primarily in the community, provide them with direct involvement with adults, work, and careers, integrate their academic requirements with community experiences, and construct comprehensive and individualized programs for each student. In these programs the student's goal is not to train for one preselected job, but to discover by direct experience what careers are found to be potentially rewarding. The work is unpaid, and the students explore a variety of careers rather than learning about only one. By the mid-seventies, such programs have been used by high school students in all 50 states (Henderson, 1975).

The Research for Better Schools model consists of job clusters such as health or engineering. The student's work experience is divided into "exploration", where the student spends one day each in various settings associated with a job cluster and is assigned work by the employers, and "specialization", where the student works on a one-to-one basis with an adult on a specific

project. After a period of nine weeks, the student may continue to specialize in one job or may explore another cluster. The third year of the Research for Better Schools program was evaluated using five groups of students totalling 259 experimental students and 109 comparison students (Kershner & Blair, 1975). These groups were administered a series of instruments on a pretest-posttest schedule in order to measure student performance. Data analysis supported program effectiveness in the career knowledge component of career skills over a two-year period. Both the first and second year experimental students showed significant improvement in positive attitudes toward the learning environment but no improvement in basic skills.

The Far West Laboratory's (FWL) program includes "project planning packages" for five areas: life science, physical science, social science, commerce, and communications and media. Available community resources are classified into these areas and students earn academic credit in a particular area by working with a variety of community resource people to complete an individualized project. The goal of this model is to expose students to a variety of careers in a given area. Christensen (1975), in the final evaluation report, found that the FWL program provided students with an increased opportunity for making plans for the future and more motivation to learn. One to two years after graduation, 61% of the students were working at least part-time, 33% were working full-time. Also 61% of those who graduated were enrolled in college. No comparison was made with results of previous years before the program was introduced or with other comparable students.

The Appalachia Educational Laboratory (AEL) model has

"worker trade groups" and, with the aid of aptitude and interest tests, the student chooses one of these trade groups and selects a person with whom to work at a community work site. After a period of from 3-13 weeks, the students recycle through the tests to see whether their interests and values have changed and plan their next step.

Shively (1977) reports on a study evaluating the AEL program from 1972 to 1977. Each year academic achievement tests were given to the AEL students when they entered the program and again near its completion. For the 1972-73 school year, a comparison of the pretest and the posttest results showed a growth rate that was significantly greater than expected in language arts, although pre-post test results in reading comprehension, math and science were not significantly greater. A similar comparison of pre-post testing for the 1973-74 school year showed a significant growth in all of these areas.

For an evaluation of the program for the remaining three years, control and experimental student groups were used; the test scores on the Comprehensive Tests of Basic Skills did not show any significant differences between these two groups.

Since another important objective of the AEL program was to prepare students to make career decisions, students were asked about their career plans in the final student interview of the 1972-73 study. Of 44 students, 61% reported firm career choices, and in every case they reported that the program had influenced their career decisions. When asked what they had specifically gained from the AEL program, 49% said they had gained information about job-related skills. The 1974-75 students exhibited significantly more career maturity than did the control students

as measured by the Career Maturity Inventory and had significantly more positive attitudes than control students toward education in general, school curriculum, school resources, school counselling and the total learning environment. Positive gains or significant differences in career maturity favouring the 1975-76 AEL students were also evidenced. In order to obtain information about the activities of the 1973 graduates, questionnaires were sent to them in December, 1973. Of the 44 graduates from the 1973 academic year, 29 were either working full-time or involved in some type of advanced training. Most working students were satisfied with their jobs and, of 16 students who were in advanced training or college, 15 said that AEL had helped them prepare for the training. Of the 111 students who had graduated from the AEL program in 1974, almost one-half were working full-time and slightly more than one-third were full-time students. The students appeared to be satisfied with their present status and with the course of their careers. More than 80% of the graduates indicated that their time spent in AEL had had a positive effect on their preparation for further education and jobs.

The North-West Regional Educational Laboratory (NWREL) model has individualized programs designed to combine academic work and work experience. Community work sites are identified based on the student's interest and availability of resources, and the students are exposed to a variety of careers at a given site. In an evaluation reported by Herron (1973), using various measures of growth, students remained about the same in basic skills and self-concepts but reached competence level in a number of survival skills and improved their writing skills. Seniors reached a high level in career maturity. Of the 29 graduates of 1973, 42%

continued their education beyond high school and 31% were working at a job related to their career cluster; only 7% were unemployed. The final evaluation reports for 1974 and 1976 revealed that the students showed a statistically significant gain in language mechanics. On a psychosocial maturity scale, the 1973-74 students showed a positive gain in areas of self-reliance, work, communication and trust, while the 1975-76 students felt that the program helped them learn more about themselves, match their interests and abilities with potential careers and accept adult responsibilities.

The evaluation of the 1976-77 NWREL program by the Conecuh County Board of Education (1977) showed student improvements in attitudes toward self, school, others and education in general; there was also an increase in academic achievement in comparison to the control group.

A major objective of many work experience programs in the United States has been to reduce the dropout rate of high school youth. Most studies evaluating the effectiveness of programs using this criterion have shown positive results. Moore (1963) reported a successful outcome for the School To Employment Program (STEP), which was a program of part-time school, part-time paid-work for potential school dropouts aged 15 or older. The goal was to reduce the number of unemployed school dropouts, either by assisting them to remain in school and graduate or by guiding them to suitable full-time employment if they left school before graduation. Sixty-six percent of the 175 STEP students, compared to 44% of 165 control group students, were either in school or employed by the end of the academic year. The percentage of those in school "doing satisfactory work" was higher

in the STEP group than the control group (37% vs. 22%). Nearly all of the units where the program was in operation observed a marked reduction in behaviour problems and substantially improved attitudes toward school, neither of which was observed for the control group.

Other programs similar to STEP have successfully reduced the dropout rate (Langsdorf and Gibboney, 1977; Longstreth, Rice and Sharley, 1962; Woolfolk, 1971) and have improved attendance and attitude towards school (De Pianta, 1968; Hamburger, 1965; Longstreth, 1962; Woolfolk, 1971). On the other hand, some programs have been less successful. Longstreth (1964) reports one project where there was reduced aggression and improved academic grades among the program group, but no difference in dropout behaviour between the two groups. Sprengel and Tomey (1974) reported on the Vocational Exploration in the Private Sector (VEPS) program, which was intended to provide dropout-prone Neighbourhood Youth Corps (NYC) youth with work experience in the private sector in order to encourage completion of high school and to assist in obtaining full-time employment upon graduation. A comparison of the VEPS graduates with a control group of NYC youth on change in grade point average and school attendance for the 1970-71 and 1971-72 school years revealed a statistically significant improvement on both variables. In addition, VEPS students achieved a statistically significant higher employment rate upon graduation compared to the control group. No difference was observed, however, when comparing the dropout rates of the two groups.

Not all work experience programs are aimed at potential dropouts or otherwise disadvantaged groups. Borman, et al. (1979)

reported the evaluation of a career education program that uses a differentiated curriculum to aid the career development of gifted and talented high school seniors. Twenty students of College Station, Texas participated in the program which consisted of three phases: Guidance Laboratory Experience, where extensive testing was combined with occupational information; Mentorship Laboratory Experience, where participants were placed in observer roles in specialized areas at Texas University; and Working Internship Experience, where students were placed at community work sites for 20 hours each week. The responses to the program by parents, teachers, mentors, supervisors and students were generally favourable. Among the participating students, 100% had frequently or very frequently gained insight into their own needs and interests, 84% frequently or very frequently gained information about their chosen field and 83% felt that their career choice was right for them.

Other studies evaluating work experience programs have focused only on the improvement of basic academic skills. Bhaerman (1977) describes the results of 38 studies from the early to the mid-1970's evaluating the effectiveness of career education programs focused on grade 12 student achievement in the basic academic skills (primarily mathematics, reading and language arts). More than half of the studies supported career education in the improvement of basic skills. However, more positive results were obtained for reading than for mathematics or total language skills. A study conducted in 1976 by the Hardin County Board of Education in Elizabethtown, Kentucky, however, showed that the greatest statistical differences between control and experimental groups were found in mathematical skills. Wohl

(1968) found that the school performance of high school juniors and seniors involved in a work-study program was slightly superior to the comparable performance of their control group peers.

Some other studies have focused only on the employment of students from work experience programs. Kingston (1970) studied a sample of 3,555 graduates from a co-operative education program. He found that 80% of these graduates were employed full-time in areas related to their work experience and, of those not working, many were enrolled in programs of higher learning. A study by Williams (1975) on a sample of 128 students suggests similar findings. Breglio and Walsh (1976), in a study assessing the effectiveness of secondary and post-secondary co-operative education programs in the United States' 100 largest cities, found that more participants than non-participants were employed, had positive attitudes toward work and were satisfied with their jobs.

Finally, a work experience program, co-sponsored by several federal agencies and the Ford Foundation in the United States, was shown to be less than successful. According to the Board of Directors of the Manpower Demonstration Research Corporation (1980), the national five-year project had no significant long-time impact on the earnings, employment, criminal activity and drug abuse of participating youth who were mainly dropouts between the ages of 17 and 20. This program provided up to one year of work experience in fields such as construction, small manufacturing, recreation and day care. The program had only marginal impact on ex-offenders, however, the program proved more successful in preparing former drug addicts and women on welfare for employment.

Programs Outside North America

Work experience programs are not limited to North America. Morgan (1979) states that the career education courses in Australian high schools have shown a preference for personal development rather than preparation for paid employment or the "restoration" of work values. One Australian program, for example, consists of academic courses in various areas of development (physical, social and personal) and also courses which concentrate on understanding abilities and aptitudes, job seeking skills, information concerning career advisory services and tertiary education. Many students felt they had improved in their ability to fill in application forms, write letters and cope with interviews. They also felt they had gained a great deal from visits to places of work and appreciated the opportunity to talk to employers and employees.

"Self-help" schools are in operation in the Phillipines; they are established, supported and operated by local rural communities (Orata, 1972). Academic subjects are co-ordinated with practical experience and the wages earned for carrying out each project are used for tuition and other school expenses.

Shirk (1978), in an article entitled "Work Experience in Chinese Education", describes the educational policy of the People's Republic of China where all students are required to engage in manual labour. The major goals of the Chinese educational policy in general and of work-study education specifically are the expansion of educational opportunity, economic development and value transformation.

In the U.S.S.R., experiments integrating manual labour

into the school curriculum were attempted during the 1920's and later by Khrushchev in 1958. Since 1965, however, there has been almost no manual labour for students in Russian schools. This change of policy may have had some political basis, although reasons such as cost, student indifference and an increase in student day-school dropout rate have been suggested by Soviet educators (Haltmeyer, 1975).

The Swedish Parliament made the decision in 1962 that all 15-year-old school children should be given vocational guidance including practical work in actual work settings ("PYRO: A national system of work experience," (1966). The purpose behind the decision was to give school children an idea of actual working conditions and to prevent them from drifting into dead-end jobs. In order to find out what suits them, students go to two or three places of work, each period lasting at least one week. Students do not receive any pay for this work. This program, a national system of work experience, has not yet been evaluated.

Canadian Studies

There has been little evaluation of Canadian work experience programs. In Matthew Halton High School in Pincher Creek, Alberta, out-of-school work experience programs have been both beneficial and educationally valuable to students (Pinkney, 1972). Students in the senior high school grades spent 125 hours per year in on-the-job training and gained a maximum of 10 credits in two years working with qualified personnel in a variety of fields. Although not a stated objective of the program, students' school marks were generally high and only 10% dropped the program

or were removed from it. In addition, major program objectives were met. Some of the students received preferential consideration when applying for a job and commented that work experience has given them more confidence in themselves and a better idea of what is expected of them in the "work world".

A co-operative school-work training program was established in Biggar, Saskatchewan (Loewen, 1971). The purpose of the program was to provide an alternative for those students in Divisions III and IV of the composite high school (Grades 7 to 12) who could not function at the high school level. Candidates for the program were carefully selected. Towards the end of the academic year, the Division III staff listed those students whom they felt were suitable candidates and a special case study was made of each one by the counsellor. If the counsellor felt the program would be appropriate, the student was interviewed again and the program was carefully explained. Students enrolled in the course spent half of their time in school where the academic curriculum was chiefly reading, writing and arithmetic and the other half in an unpaid work-training setting which was divided into four ten-week periods where the curriculum depended on the interest and aptitude of the student. The idea was not to train students for particular jobs but rather to give them the opportunity to work in several areas. Of 30 students enrolled during the first few years of the program, there were only two dropouts - eleven were still attending school regularly and some of the others were employed full-time. In addition, a change in attitude was noticeable; many had realized there was some hope, cynicism had disappeared and the students had gained confidence and determination. Although these results showed some positive

influence on the participating students, there was no indication whether these students performed better than the students who were not enrolled in the program.

Work experience or job observation programs are offered at twelve secondary schools in Vancouver. The emphasis of these programs is not on skill training but on exposure to a sample of work situations which are related to the students' academic courses. In Middleton's (1975) assessment of the work experience education program in five Vancouver Secondary Schools where students study in the morning and work in the afternoon, employers, parents and teachers were surveyed by questionnaires. Another study in Vancouver (Stevens, 1978) focused on the perceptions of students (at least 15 years old), employers, parents and teachers of the work education program at two secondary schools where students work from a few days to one week without receiving pay. Both Stevens and Middleton reported that the programs met with considerable success. For the most part, students reported that the experience was enjoyable, worthwhile and gave them a better understanding of the "work world". Middleton reported that the participating students gained in confidence from their half-day placements with private employers or volunteer agencies and clarified their future career plans. The parents were highly supportive of the program and the majority of employers and teachers favored its continuation.

The work experience programs of the school boards within Metropolitan Toronto have partly emerged in response to the problem of youth employment. In 1972, The Toronto Area Employment Study (cited by Scott 1979) pointed out that unemployment is higher among persons with little formal

education and the number of "spells of unemployment" is higher among the 15-24 year-old group than among older adults. "Among those reporting difficulty securing employment, 15-19 year-old teenagers reported 'lack of experience' and 'lack of education' to a much greater degree than older unemployed youth as being the primary reasons for their difficulty" (Scott, 1979, p. 12).

A report released in June 1973 by the Scarborough Board of Education concluded that, "when opportunities such as the work experience program and the job-finding assistance of guidance personnel were available, a large number of students found these opportunities to be useful when they were looking for employment" (Dilling & Sprumont, 1973, p. 83). Respondents at secondary, collegiate and vocational schools overwhelmingly favoured more rather than less stress on vocational subjects and recommended more work experience over any other proposal.

Results from the Ontario Ministry of Education's research study on the effectiveness of high school occupational programs in enabling graduates to get and hold jobs revealed that about one-third of the occupational graduates "felt that the school had not prepared them at all for their first jobs" and that job training was the "most important" aspect of their high school experience (Masemann & Kazanjian, 1975).

Two studies recently completed by the Research Department of the Toronto Board of Education corroborate the Ministry's findings. One study (Larter, FitzGerald & Friendly, 1979) looked at the attitudes of Toronto secondary students to work and unemployment and found that students feel schools should (1) have work experience programs, (2) teach students how to hold down a job, (3) help students find jobs, (4) teach students how to

get jobs, (5) make sure that students have the skills needed for the work world, (6) teach students about their rights in the work world, (7) teach students how to act in the work world, (8) teach students how the economy functions and (9) teach students about unemployment. The second study (Larter & Cheng, 1979) was based on interviews with two groups of dropout students - a group who returned to school and a group who did not return. The authors concluded that there is a weak interrelationship between school and the work world since 60% of these two groups combined said that "none" of the courses they had taken in school had helped them in the work world and since only 6% of the group who had returned said that their work experience had helped them directly in their school courses.

These findings support the need to train students for the work force and emphasize the need for schools to offer programs that bridge the gap between school and work. The work experience programs are an outcome of a realization of these and related issues. Although many school boards had initiated a variety of work experience programs as early as 1964, it was over a decade later that the Ontario Ministry of Education set down guidelines for co-operative work experience programs (Ontario Ministry of Education, 1977) and made it possible for schools to offer diploma credits for work experience without obtaining prior approval of the programs as an experimental course of study.

As a result of the Ontario Ministry of Education's guidelines, in 1977, Castle Frank High School began a co-operative education program for its grade 12 business education students. The students attended classes in the morning, taking English, shorthand and business courses, and worked in offices in the

afternoon where they were paid at least minimum wage. It was reported by staff that, of the 11 students who finished the program, most obtained full-time jobs after graduation.

Although very few work experience programs of the school boards of Metropolitan Toronto have been formally evaluated, some research has been done. Usher (1976, 1977) evaluated the Community Involvement Programs (CIP) at the York and Etobicoke Boards of Education. The programs were designed to develop social awareness and provide students with practical, concrete experiences in social agencies within the community. Students spent from 10-20 hours a week at an assigned social service agency and one to two periods in a CIP class which built on their experiences. The results from student, agency and parent questionnaires and interviews indicated that the course did fulfill its main objective of increasing students' understanding of social problems and the various social agencies dealing with them. In addition, an increased level of student maturity including self-confidence, sense of responsibility and ease in relating to adults was reported.

An interim evaluation of the Co-operative Work Experience Project, endorsed and financially supported by the Toronto Board of Education and the Ontario Ministry of Community and Social Services, was submitted by Hogarthy (1978). This project was developed in the fall of 1976 under the auspices of Community Care Services, Inc., Metropolitan Toronto (C.C.S.I.) to provide high school students with practical work experience through services performed for the elderly, the disabled and the chronically ill living in their own homes, thereby linking educational and social service systems. The major background

themes of the project were an increased concern about youth unemployment, inter-generational conflict and concern with the institutionalization of the elderly. The program consisted of an in-school portion where a wide variety of essential services were offered to the elderly and an after-school job registry listing the names of students interested in doing various jobs for minimum student wages. Questionnaires completed by the students revealed that generally they liked working for the clients. Three-quarters of the students felt that they had learned about getting along with others and had gained work experience, 67% felt more confident and 60% felt that they had learned about the problems of the aged.

In the next Chapter, after Toronto's programs have been outlined and their goals examined, there will be a brief comparison of them with other programs that have been reviewed. In this way it will be possible to see the extent to which the results can be compared with those from evaluations of other programs.

IDENTIFICATION OF THE TORONTO BOARD OF EDUCATION'S PROGRAMS' GOALS

Although many readers may be familiar with some of Toronto's programs, a brief overview will help to identify their similarities and differences.

Outline of the Toronto Programs

There are, at present, three distinct programs conducted in Toronto schools.

Co-operative Education

This program is operated in accordance with Ministry of Education guidelines. Senior business education students attend school in the morning and in the afternoon they earn two more diploma credits while engaged in paid work for three or four hours each day during the school year. The work must be related to the student's program as it is to be worth two credits (one credit per semester in semestered schools) and the employer submits regular reports (monthly usually) on the student's performance. A total of six schools participated in this program during the 1979-80 school year.

Career Exploration Visit

The visit, or visits, occur within the context of a credit course on career planning. The visit is usually of a one-day duration and little or no productive work is expected of the student nor is any honorarium provided. Some of these visits introduce students to various businesses and industries within which different careers can be observed. Some visits are arranged to permit individual students to visit with a person who is

following a particular career in which the student is interested. During the 1979-80 school year, six schools participated in this program.

Work Experience Weeks

Secondary school students enrolled in business or technical subjects are placed in business, industry and government locations for a week or two weeks, usually once during their Grade 12 school year (usually their last year in secondary school). Most employers give these students a small honorarium to cover TTC fare and/or their lunches. Efforts are made to have the placement relate to the students' area of concentration in their final year. Technical education work weeks still make considerable use of school-arranged placements while centrally arranged placements are used for most business education work weeks.

During the 1979-80 school year, eleven schools participated in the business education work weeks and nine participated in the technical education work weeks.

Other Programs

Individual schools have made various local arrangements which they refer to as work experience. One program, the Reality Work Experience Program at West Park Secondary School, was to have been included in this evaluation but it had ceased operation. In a few schools a student who is able to obtain employment a week or two before school formally ends will be granted his/her credits, if s/he is a good student, and will have the last week or two counted as work experience. A few schools have made specific program arrangements with individual students to enable them to continue their studies on a part-time basis. This latter arrangement should not be confused with co-operative education

which requires a relationship between the work and the student's program of studies. Schools, in some instances, have made arrangements for students to work for local businesses for pay for a week or two on tasks (e.g., stock taking) not necessarily related to their program. These opportunities are usually made available only to junior students so that they might see some of the characteristics of "work". In interviews, variations on the above programs were described but the three patterns illustrate the basic philosophies of the programs. None of these programs were included in the evaluation nor was it possible to provide a detailed description of the programs (some of which are informal) or a count of the number of students involved.

Program Organization and Operation

All programs depend on the school personnel to carry much of the responsibility. However, for many of the programs, non-teaching staff at central office also assists.

Central staff locates work experience placements of the kind requested by the schools, provides the detailed information required for student placements and continually updates the central catalogue. School personnel determine the program needs of their students, inform central staff, implement the arrangements which are made by central staff with employers and evaluate the performance of their students. During the 1979-80 school year, about 90% of the placements in business education and 50% in technical education were arranged co-operatively by central staff and school personnel. The career exploration visits were all arranged with the help of central staff as were the placements

for co-operative education. The various arrangements mentioned under "other programs" were, of course, locally organized.

A major advantage which staff see for a school-centred program is that such a program is usually operated on the basis of personal contacts of school staff with the employers. Such an arrangement is seen as maintaining communication with the work place and enhancing the students' chances for full-time employment.

The Nature of the Goals

Given the variety of programs both in Toronto and elsewhere, it was essential to determine general or common goals. To obtain such an overview of the goals, it was necessary to examine several points of view, namely those of students, staff members and committee members. These persons were the sixteen members of the Work Experience Program Work Group (now replaced by the Practical Education Committee), the principals and co-ordinating teachers of each school with students selected at random by the co-ordinating teachers. (There were several persons on the committee who were also school staff members; they received only one request.) Questionnaires were prepared and distributed to these persons asking them to state the goals of the four programs - career explorations visit, work experience week, co-operative education and the discontinued reality work experience program - as they saw them. (No distinction was made at this stage between business and technical education.) Table I shows the number of respondents in each group.

TABLE 1
PERSONS WHO IDENTIFIED PROGRAMS' GOALS

Group	Number Asked To Respond	Number Who Responded
School staff	35	27
Students		
Work Experience	20	15
Co-operative Education	6	4
Work Experience Work Group	16	7

The responses for each group of respondents were compiled and categorized and are listed in Appendix A. (Because the reality work experience program was discontinued, its goals were not analyzed. No students were asked about the career exploration visit's goals.) Three goals were identified for all three programs by most groups of respondents, although the goals for the Career Exploration Visit were less detailed than those given here. The respondents believed that successful programs should:

1. Provide students with an opportunity to find out about the "world of work" and increase their knowledge of such things as special machines and business procedures.
2. Provide an experience which would help the students to make and/or evaluate their career choices.

3. Help students to develop those attitudes and behaviours which are necessary to obtain and retain a job by providing them with opportunities to socialize, work with adults, be responsible and learn better communication and job readiness skills.

The career exploration visit is briefer than the work week program and is planned for a different group of students; and there were fewer and more general goals stated for it than for the work weeks and co-operative education. The following two additional goals were mentioned for work weeks and co-operative education:

4. Demonstrate the relationship between school and work, motivate students to do better classroom work and provide them with an incentive to stay in school.
5. Increase the students' opportunities for employment and provide them with references.

In addition to the above goals, the co-operative education was also seen as providing the students with an opportunity to earn money and to earn course credits. One person saw some of the programs as an attempt to increase the desire of business personnel to hire students; another saw the program as providing the students with an opportunity to have experience in handling money. Others talked about helping the students understand their own strengths and weaknesses, providing a smooth transition to the world of work, providing students with a chance to get a "feel" for work, and providing the schools with feedback to be used in modifying courses.

Because many of these goals encompass broad areas of growth and development and because work week and career

exploration programs are very short, one week and one day respectively, it was difficult to develop measures that could reflect changes, learning or development. The co-operative education provided the best opportunity to demonstrate the achievement of these goals since the students have a steady part-time job which may last from 16 to 36 weeks for which they are paid at least the minimum wage. Since there was only a handful of selected students in co-operative education, it was not appropriate to develop pre and post-measures, however, individual interviews for each student were planned.

In addition to identifying the goals and examining the programs with reference to them, the evaluation was designed to examine some of the organizational aspects of the programs such as length, timing, meeting the needs of business and so on.

The Relationship of the Toronto Programs to Other Programs

Although there are some similarities among the goals for the different programs, they obviously describe the needs of very different students. The career exploration visit is but a small part of the course entitled career planning which is offered in a variety of secondary schools at Grade 12 (Grade 11 in one school) and which bears a slight similarity to the experience based career education projects developed for the Office of Education in the United States. The U.S. programs, however, utilize significant amounts of time in one or more placements, an approach which would not be appropriate for the Toronto students who have to carry other subjects and attend classes for them.

A considerable number of the programs described in the

literature review seem similar to co-operative education because they roughly divided the student's day into half study at school and half employment for pay. The fact that co-operative education is oriented towards students in their final school year makes it appear different from many United States' programs which seem to have been oriented towards students such as potential dropouts who were not expected to reach their final year.

The work experience weeks do not seem to have comparable examples in the research literature. This may be because shorter programs (i.e., a week in length) are less likely to be evaluated. It may also be because these programs are essentially oriented towards the successful student who is half way, or more, through his/her last year of secondary school. This student has been taking courses in business or technical education and usually the work experience week is related to the studies so that it can be one of the steps from school to work.

Since the career exploration visit is part of a course, it is difficult, and somewhat unfair, to evaluate it out of context. There seems little likelihood that the visit would affect marks or dropping out, but it might help alter attitudes and provide information about the world of work. The same can essentially be said of the work experience week. Many of the criteria used in the studies reported in the literature are inappropriate for the evaluation of these two programs. This is not the case for the co-operative education program. However, unlike similar programs elsewhere, placement in the co-operative education program is not made until the potential employer has found an acceptable candidate through interviews and/or on the job appraisal. This and the limited number of placements currently

available limits the selection of students.

Although the reduction of youth unemployment was the long-term goal of many programs in the United States, there has been little evidence collected on this outcome. The Toronto programs may have been supported by people who saw them as contributing to a reduction in unemployment but there is little evidence that it is a commonly held goal. Similarly, the respondents gave only a passing reference to academic improvement as a goal for the Toronto programs. Most respondents did expect the Toronto programs to improve attitudes towards and knowledge about the world of work. These goals were frequently evaluated for the programs identified in the literature review and there usually was some indication of improvement in these two areas.

PROCEDURES

This section briefly reviews the development of the instruments and describes the way in which respondents were identified and data were collected.

Developing the Instruments

The first student questionnaires which were developed and pilot tested focused on the following questions:

- Was it worthwhile to take time off school to spend on the work experience program?
- Did work experience relate to the academic subjects?
- Did the student participate in a variety of activities?
- Does the student expect to have a similar job after graduation?
- Did the work experience develop a sense of responsibility?
- Can work experience help a student get a job in the future?
- Did the student who had worked before (e.g., summer or part-time) feel work experience still added something?
- Did work experience give the student an opportunity to learn about future job opportunities?
- Did work experience create any problems for the student?

Based on these questions and related issues raised during preliminary talks with some school personnel, similar questionnaires were developed for the students of the career exploration visit and the students of the work experience weeks for business and technical education.

Three schools agreed to participate in pilot testing the questionnaires providing a total of 115 students (see Table 2). Although no separate questionnaire was prepared for co-operative education students, a couple of students were interviewed based on the work experience questionnaires and the program was discussed with them and their school staff.

TABLE 2

NUMBER OF STUDENTS WHO RESPONDED TO
TEST QUESTIONNAIRES

Program	No. of Students
Work Experience Weeks	
Business	14
Technical	72
Career Explorations Visit	29
TOTAL	115

The questionnaires were administered in a group situation by the teachers. Both students and teachers were asked to make written comments and corrections on the questionnaires. The co-ordinators of business and technical education and guidance were also asked for comments.

Apart from some specific suggestions for wording an individual question and a few requests for simpler, clearer language, the only general comment was that the questionnaires were too long.

Revisions were made based on the comments which were received and many changes were made to shorten the questionnaires and reduce redundancy. A few segments were expanded to provide broader coverage. In addition, based on a few comments, it became

obvious that data should also be collected from both the teachers and the employers who were participating in the programs, (except for the career exploration visit). Consequently, the following questionnaires were designed and are presented in Appendix B.

Co-operative Education Program

1. Student questionnaire (presented as an interview schedule)
2. Record form for collecting information from teacher
3. Employer's evaluation of the co-operative education program

Career Exploration Visit

1. Student questionnaire

Work Weeks (Business Education)

1. Student questionnaire
2. Record form for collecting information from teacher
3. Employer's evaluation of the work experience program

Work Weeks (Technical Education)

1. Student questionnaire
2. Record form for collecting information from teacher
3. Employer's evaluation of the work experience program

The record forms for the teachers were intended to collect information about the way the programs were actually operated. There were questions about the number of participating students, whether all students who wished could participate, the availability of placements as well as more general questions about the benefits and disadvantages of the programs. Co-operative education teachers were also asked whether the students' placements' were reviewed during the year and what weight was

given to the employers' appraisals.

The employers' questionnaires briefly asked for their perceptions of the programs in terms of its advantages and disadvantages to them and how the students were received by the other employees.

Identifying the Respondents

Using central office records it was possible to identify 21 female students enrolled in the co-operative education program. One could not be contacted and one stopped school in mid year and was working full time; thus 19 were interviewed.

It was not as easy to identify the students in the other programs since no list of names is maintained. The central office receives a report on the number of placements per school but this is done at the end of the year and includes some students who have had two or more placements during the year. Furthermore, although programs are usually co-ordinated through one person in a school, there are some business education teachers who still arrange their own placements using their own contacts. Many technical education teachers arrange their own placements with companies related to their shop area and with which they maintain contacts. To reach the students, it was necessary to get the material to the appropriate teachers so that it could be distributed to the students just after the work week. Thus, students who were absent, or did not wish to fill in the form or forgot it could not be contacted. Since many work weeks were late in the year, there was a limited amount that could be requested of the busy teachers to remind students whom they knew had not completed a questionnaire. The career exploration visit program created some

TABLE 3

NUMBER AND PERCENTAGE OF PLACEMENTS IN EACH SCHOOL AND PROGRAM

School	Co-operative Education		Business Education Work Week		Technical Education Work Week		Career Exploration Visit	
	Number of Placements	Percentage of Placements	Number of Placements	Percentage of Placements	Number of Placements	Percentage of Placements	Number of Placements	Percentage of Placements
Bickford Park High School	4	19.0%	120	23.9%	-	-	-	-
Brockton High School	-	-	-	-	102	12.4%	-	-
Castle Frank High School	3	14.3%	46	9.2%	156	19.0%	-	-
Central High School	1	4.8%	69	13.7%	-	-	-	-
Central Technical	-	-	-	-	155	18.9%	-	-
Danforth Technical	-	-	-	-	101	12.3%	-	-
Eastdale Collegiate Institute	-	-	2	0.4%	-	-	6	2.9%
Eastern High School	7	33.3%	57	11.3%	-	-	-	-
Forest Hill Collegiate Institute	-	-	-	-	-	-	36	17.6%
Heydon Park Secondary School	1	4.8%	41	8.2%	10	1.2%	-	-
Humberside Collegiate Institute	-	-	-	-	-	-	54	26.5%
Lakeview Secondary School	-	-	31	6.2%	65	7.9%	-	-
Monarch Park Secondary School	-	-	34	6.8%	-	-	27	13.2%
Northern Secondary School	-	-	11	2.2%	-	-	-	-
Oakwood Collegiate Institute	-	-	-	-	-	-	28	13.7%
Parkview Secondary School	-	-	-	-	48	5.8%	-	-
West Park Secondary School	-	-	-	-	70	8.5%	-	-
West Toronto Secondary School	-	-	44	8.7%	-	-	53	26.0%
Western Technical	5	23.8%	47	9.4%	114	13.9%	-	-
TOTAL	21	100%	502	100%	821	99.9%	204	99.9%

of the same problems in identifying students particularly since not all students went at the same time and more than one visit was arranged for some of them. Students were asked to complete only one form regardless of the number of visits. The information is detailed in Table 3 which gives the number of placements by program and school and in Table 4 which gives the total of respondents by program.

TABLE 4
NUMBER OF RESPONDENTS IN EACH GROUP AND PROGRAM

Program	Students	Teachers	Employers
Co-operative Education	19	5	10
Work Week:			
Business Education	241	10	58*
Technical Education	501	37	87
Career Exploration Visit	64	-	-
TOTAL	825	52	155

* There were 60 employers in this group. Two of them also participated in the Co-operative program and completed questionnaires for that group.

There were 53 teachers who were closely involved in the organization and/or planning of the programs (excluding those teaching the course on career planning). Fifty-two of them provided information about programs.

A total of 187 employers were identified who were participating in the work experience programs. Employers of a few of the locally arranged placements could not be identified. Of 187 employers, 115 of them were participating in the technical education work week, 58 in the business education work week and 14 of them in the co-operative education program. A couple of employers who were participating in the work experience program also accepted students from the co-operative education program.

Some employers also accommodated several students from one program. No employer was sent two questionnaires and in response to a specific request there was one employer who "was not bothered with a questionnaire".

Data Collection

In the early fall of 1979, area superintendents and principals were informed of the study's objectives and the proposed procedures for data collection. The data collection was arranged to make it as convenient as possible for the school personnel.

Data from the co-operative education students were collected during a three month period, January to March, 1980. With the help of the teachers, personal interviews were arranged with 18 students. One student had a very busy schedule during the day and the questionnaire was sent to her by mail and returned to

the Research Department.

To collect data from the work week and the career exploration students, the questionnaires were personally delivered to the teacher co-ordinators at the time of their interview. Teachers were asked to administer the questionnaire at the end of the work week or after the career exploration visit. Regardless of the number of work weeks or career exploration visits, the students were asked to complete only one questionnaire.

The teacher co-ordinators of the co-operative education programs and the teacher co-ordinators of the work programs were interviewed. For the technical education work week programs, the program directors were interviewed and the department heads and other participating teachers were asked to complete their own forms and return them to the Research Department.

The co-operative education employers were mailed an introductory letter and questionnaire early in the year.

For the work week programs, an introductory letter and a questionnaire were mailed to the employer during the work week. Addresses had been obtained in advance from those who had arranged the placements.

Data Analysis

Before entering the data into the computer, all the responses to the open-ended questions were categorized. Initially a fairly detailed and lengthy list of categories was used but an examination of many of the categories showed so much similarity and overlap that it was decided to combine some of them and create fewer and more general categories.

Following the coding of the questionnaires, the data was key punched and analyzed by computer. After examining the data, it seemed that the most useful analyses were simple frequency counts of data with the results grouped within each program.

In the results some phrases and quotes have been selected to illustrate respondents' ideas.

RESULTS

For each program, the results are organized so that they look at the program's organization and operation first, followed by how it meets its goals. This combines the information from teachers, employers and students, highlighting different parts of their questionnaires. To provide a detailed tabulation of the findings, the replies to each question by each group of respondents have been given in Appendices C, D, E and F. For ease of reference, different coloured paper is used for the results of each program.

Co-operative Education Program

Organization and Operation

To-date, only business education students have been involved in the program. The main responsibility for the operation of the program lies with the school personnel, with central staff locating the placements requested by the schools and providing the necessary detailed information. School staff handle internal school arrangements, arrange students' pre-placement interview with the employer, confirm the placements and evaluate the students' performance. There were 21 students enrolled in this program during the 1979-80 school year. The results for all questionnaires for this program are presented in Appendix C (green pages).

Over the years there have been examples of somewhat similar local school programs. One such program was arranged for the students in a course on early childhood development. As a

part of the program they spent an hour or two daily helping in a daycare centre. It provided a practicum for them; the students received no pay. There were about 12 students enrolled in this program during the 1979-80 school year.

The length of placement for a co-operative education student depends on several factors. Semestered schools' placements tend to be 16 to 20 weeks, whereas other schools' placements are usually for 32 weeks. The starting date for the job placements varies from the first to eighth week of the courses. There is a general feeling among the teachers that it would be ideal if arrangements were made so that all placements could be made near the start of the courses. If the placements are not made early in the year some students lose interest or take part-time jobs unrelated to their studies. The teachers pointed out that early placements facilitated planning.

A couple of employers felt that the placements would be better if they were made in the summer rather than during the school year. The majority of the employers were satisfied with the time arrangements. Employers for whom time arrangements are impractical can not participate. Several employers expressed a desire to be more involved in the selection of the student and the planning of the student's program. One also felt that working half days made the time too short for teaching specific skills and that the employer therefore tended to assign menial jobs ("the easy way out").

Students generally felt that participation in the program limited their choice of courses significantly as they had to select from only those courses in the morning when they weren't working and this limited selection failed to meet their needs.

One student also felt that the March and Christmas breaks at school ought to be breaks at work and another would have preferred to have alternated full-time work with full-time school.

Under the agreement, the employer provides a variety of work experiences for the student according to a plan developed co-operatively by the employer-supervisor and the teacher co-ordinator. The employer-supervisor is also expected to write a monthly report on the student's performance and mail it to the teacher. In order to standardize the appraisal procedure, the performance report is usually prepared on a structured form which, at the beginning of the year, is mailed by the teacher co-ordinator to the employer.

In order that a course involving an out-of-school component be eligible for a credit, the Ontario Ministry of Education has established the following criteria:

"....The out-of-school work must bear a very close relationship to the in-school studies and reflect co-operative planning where outside instructors are involved. All such courses must either follow a curriculum guideline or an experimental course outline approved by the Ministry of Education. In either case, careful monitoring by the school is essential. Without such monitoring, a course is considered to be outside the aegis of the school and therefore not eligible for credit."

(The Co-operative Utilization of Community Resources for Diploma Credit Courses, A supplement to H.S. 1, 1977-78)

The teachers indicated that an employer's evaluation was, as intended, the key determinant in awarding the student a mark for a credit. They felt that the monitoring of the program required a lot of time that they could not afford and some

specifically wanted their own timetables altered so they could leave the school and observe the students at work; however, if there were placements in many locations, even this would be difficult.

The teachers felt they were able to accept "all" students and that there were placements available for all "eligible" students. When asked about selection criteria, nearly all mentioned the students' academic achievement and recommendations by other teachers. A couple of them also mentioned positive attitudes and maturity as important considerations.

All but two students felt they were well briefed for their placement which included such matters as dress and transportation and all but three felt they understood the purpose of the program before they were placed.

Two teachers felt that the students should be better prepared, especially with respect to their pre-placement interview with the employers, as the following quotation from a teacher illustrates:

"At the beginning of the selection process, we need to be reminded that we are dealing with students who are a little unsure of themselves and their future plans, who lack interview skills, etc. I need to remind myself to give them some interviewing practice."

When it came to matching the students with positions, a couple of students and a couple of employers felt the students' interests should be better matched.

In addition, some teachers felt that private businesses do not like to accept mediocre students; therefore, administrative

offices in the Toronto Board should try to take more such students.

Meeting the Program's Goals

To organize the perceptions of teachers, students and employers, the replies have been summarized under the various goals which were reported in a previous section. As mentioned previously, the perceptions of these people provide only a partial index of how well these very broad goals are being met.

GOAL ONE: "Provide students with an opportunity to find out about the 'world of work' and increase their knowledge of such things as special machines and business procedures."

Teachers, students and employers suggested that the students did indeed see the real world of work. About 3/4 of the students tended to agree that they learned something new nearly every day and that they performed a variety of duties and activities such as typing, using the photocopier, filing and acting as receptionist. In addition, some students had an opportunity to work with specialized equipment or on jobs such as word processing, cost accounting or processing insurance claims.

Almost all the students (90%) felt it was "very worthwhile" to take time off from school to spend on a co-operative education job. The majority of employers (70%) felt that the co-operative education gave the students an excellent opportunity to experience the work environment.

GOAL TWO: "Provide an experience which would help the students to make and/or evaluate their career choices".

Three questions for the students referred to this goal. About 2/3 felt they were clearer about what they would do when they finished school, 3/4 learned about future job opportunities

and about 1/2 said they wanted to do the same kind of work when they left school.

GOAL THREE: "Help students to develop those attitudes and behaviours which are necessary to obtain and retain a job by providing them with opportunities to socialize, work with adults, be responsible and learn better communication and job readiness skills."

While 3/4 of the students felt that the program helped them learn to get along better with others, it is interesting to note that those students who did not feel that way had had some previous job experiences. All but one student felt that they had learned more about their own strengths and weaknesses. Their employers felt that the students had gained self confidence and were better prepared to make a transition to the world of work.

When asked what they liked best about the program, a majority of the students mentioned that it gave them an opportunity to interact with adult co-workers and all but one felt that they were treated like a regular worker. A couple of them also mentioned that they felt this helped to develop their self confidence ("sense of importance, feel like I have a skill").

GOAL FOUR: "Demonstrate the relationship between school and work, motivate students to do better classroom work and provide them with an incentive to stay in school."

Since only the better business education students were selected for the program, one would expect them to be well motivated thus making this goal hard to demonstrate. When the teachers were asked if they thought the program influenced the educational plans of the students, 60% said it did (20% said it didn't and 20% said they didn't know). These teachers felt that the students seemed to be more motivated and one noted that the pay and the practical experience gave the students an incentive to

work harder in school.

All students reported that they were able to use what they had learned at school. When asked whether the work was related to the subjects in which they were majoring, 42% said it was "very much related" and 58% said it was "somewhat related". No one saw a lack of relationship.

GOAL FIVE: "Increase the students' opportunity for employment and provide them with references."

Nearly all (84%) of the students felt that the program had given them contacts for future jobs and over 3/4 agreed that they had learned about future job opportunities.

All but one employer said that participation in co-operative education would improve a student's chances of being hired. For example, one employer said that co-operative education was "a source of recruitment for our company" and another said that, when applying for a job after leaving school, the participating student "has an advantage over a non-participating student."

Summary and Additional Observations About Co-operative Education

Because there was a small number of selected students in the program, it is not possible to generalize from the data. However, since the program is expanding (more than twice as many in the 1930-31 school year) and since it represents a major commitment by the students, staff and employers, the results deserve serious consideration.

From the responses of the students, the teachers and the employers, it appears that the co-operative education program in this Board has enjoyed considerable success. Students, on the whole, reported that the work experience was interesting,

worthwhile and provided them with a chance to work on a variety of activities. A majority of the students also tended to agree that work experience gave them contacts for future jobs, a chance to interact with adults in real work situations, an opportunity to explore future careers, self-confidence and a better understanding of the "work world". Many of them agreed that the program was useful and they would strongly recommend it to other students. When asked what they liked best about the program, nearly all the students mentioned the social interaction with other employees.

Most of the teachers were in favour of the program and recommended expanding it for medium-level students - the program at present is limited to senior and high academic achievers. There was a general feeling among all the teachers that the program improves employability skills of the students, thus helping them find a full-time or part-time job. A few teachers felt that because work experience helps needy students earn some money the chances of dropping out of school are minimized.

The employers who responded had a positive reaction toward the program. They felt that, as employers, the program helped them "ease the work load" and offered "inexpensive assistance". They also felt that the program gave students an opportunity to experience a working environment and to become more mature. They would recommend this program to other employers. A few added that the program "keeps communication open between business and education". When asked what disadvantages they saw in the program, a couple of them mentioned that senior staff members had to commit time to training the students, "regardless of work load". Some employers wondered if the program might encourage students to "take full-time employment and terminate

their education".

While students' perceptions of the program were generally positive, there were a few negative comments and some suggestions for improvements. Two students felt that they had been given boring jobs for the first few days and suggested that a variety of jobs are needed in the beginning because the first few days are very important. Many of the students felt that the school timetables are not well matched to their needs since many of them could not take the combination of courses they wanted to take because of their half-day job. A few of them also felt that work experience was not tailored to their interests; therefore, they had to do a job which gave them no chance to explore a career in which they were interested. One of the students suggested that they should get days off the job at the time school is closed for Christmas or March break so they could have some extra time to enjoy their social life.

There were some mixed reactions from the teachers. Nearly all of them were in favour of this program and in fact suggested its further expansion, however, many of them felt that monitoring the program demanded a lot of extra time which they could not afford. The teachers felt that they should be given some time off school in the afternoons so that they could observe the students on the job. A few of them believed that the students who enroll in this program lose a lot in terms of school experiences which they will never be able to make up later. Since the program is arranged for the selected few, it creates problems - some of the other students resent it and accuse the teachers of partiality in selecting the students. Some of the teachers felt that the program encourages students to get a permanent,

full-time job without graduation. As an example, one teacher pointed to the student who had dropped out of school to take her part-time job on a full-time basis.

Several teachers and students suggested that the program would benefit from a greater variety of placements; e.g., placements in marketing, accounting, secretarial and word processing. A couple of teachers felt that earlier notification (i.e., early in September) about the number of placements for a particular school would make the program better.

Career Exploration Visit

Organization and Operation

In the brief description of the career exploration visit, it was pointed out that this "visit" is but one part of the credit course in "career planning" and all participating students are encouraged to make a career exploration visit. The major purpose of this part of the course is to provide an opportunity for students to explore a career of interest to them.

The non-teaching central staff locate the kinds of placements requested by the school personnel. Some placements are arranged by the school personnel themselves with little or no help from or contact with the central staff.

There were 64 students questionnaires returned. Each student had had a one day visit and the sites were as varied as their interests. They observed jobs in television and radio broadcasting, photography, acting, modeling, advertising, nursing, teaching and fashion designing to name a few. The results for all the questionnaires are tabulated in Appendix D (yellow pages).

About 14% of the students felt they were not adequately briefed on details (e.g., lunch, dress, transportation) for their career exploration visit. However, essentially all of the students understood the purpose of their visit before they were assigned..

A large proportion (91%) of the students also indicated that the activities during their career exploration visits had been interesting to them. In fact, almost all (97%) of the students would recommend this program to other students.

When asked what they liked the least, 19% said the program was not long enough, 25% felt that there was not enough to do and observe, and another 12% said they only observed and would have liked to do some tasks. There was no evidence of the program creating any major problems for the students.

Meeting the Program's Goals

The goals were listed in the previous section and the reader will recall that the goals for this program were not as elaborate as they were for the other programs. However, the questions were kept similar to those for students in the other programs.

GOAL ONE: "To provide students with an opportunity to find out about the 'world of work'.

The students felt this goal was met as most (91%) agreed that they had a clearer picture of what goes on in a(n) office/shop/ business. Furthermore, 72% felt it was "very worthwhile" and 23% "somewhat worthwhile" to spend time on the visit. Although these visits were not necessarily related to the subjects which the student was studying, over half (59%) of the students either saw a strong relationship or at least some

relationship.

GOAL TWO: "Provide an experience which would help the students make and/or evaluate their career choices".

Relative to this goal, 61% agreed that they had learned a great deal about future job opportunities; however, 22% were uncertain and 15% disagreed.

Only a third of the students felt that the career exploration visit would develop their contacts for future jobs and, certainly, one would not expect a one day visit to provide much opportunity for the students in comparison to the amount of time and opportunity provided by the co-operative education program.

More than half (56%) agreed that the visit made the choice of what work they would do when they finish school much clearer in their minds, while close to one-third were "uncertain". Slightly over a third (37%) felt that they would like to do the same kind of job when they left school that they had observed on the career exploration visit. As a result of the visit, nearly a fifth (19%) of the students found some activities of the career less interesting than they thought they would be.

GOAL THREE: "Help students to develop those attitudes and behaviours which are necessary to obtain and retain a job".

There was little evidence that was directly related to this goal.

About two-thirds of the students agreed that they had a chance to find out more about their strengths and weaknesses and close to one-fourth of them were uncertain.

When asked what they liked the best about their visit, a third of the students indicated that talking with other employees

was an interesting aspect of the visit.

Close to one-half the students agreed that the career exploration visit taught them to get along better with others.

These are very positive comments for a program which lasted only one day.

Business Education Work Week Program

Organization and Operation

During the 1979-80 school year, eleven schools made a total of 502 placements related to business subjects. Because some of the students participated more than once, i.e., had two or more placements, the number of students was fewer than 502. Most of the placements (90%) were arranged by central staff with school personnel being primarily responsible for matching the jobs with students' interests. According to some teachers, the placements that were made locally provided an opportunity to better match students with jobs and allowed for placements that could help a student get part-time, full-time or summer work. Other teachers were of the opinion that having placements made locally added to the workload of the teacher and the employer. This was particularly true when one employer was sought and/or used for placements from several schools.

Of 241 students who completed the questionnaire, 96% were female. Over a third (39%) were concentrating in secretarial courses and 53% were taking combinations of courses from the areas of accounting, data processing, marketing as well as secretarial. Only a few of the students (4%) who replied had two work weeks, the rest had one. The results for all the questionnaires are

tabulated in Appendix E (blue pages).

When asked about selection procedures and criteria, 30% of the teachers said the program was compulsory in their schools for students in their fourth year of business education. The other teachers said they considered such factors as performance in business skills, general attitude/motivation/interest in the program, punctuality and recommendation by other subject teachers for selecting the students to participate.

When asked whether they were able to get as many placements as needed, all the teachers responded in the affirmative. Indeed, in the past few years, they could usually get more placements than they could get students willing to go.

There were some teachers who felt the work week should be compulsory for all since those who went felt badly about missing classes and getting behind. This would not happen, they felt, if everyone went at the same time. They also felt that while giving assignments other teachers should give due consideration to the participating students. Thus a couple of teachers felt the program and its values ought to be made better known in the secondary schools, particularly to the academic teachers, as one teacher said, "(participating) students take fright as the time comes for work week, because of notice of assignments, work to be missed, presented by some of their teachers who need a little education..."

When the employers were asked whether the work week created any problems for them, close to 90% said "no". The remainder mentioned students who lacked interest and lack of time to train and supervise the students. When asked to list the disadvantages of the program, 31% said that the program was not

long enough. Another 16% felt that training students for just one week of involvement was time-consuming and costly.

When asked about the reaction of other employees, close to 3/4 of the employers reported that the other employees responded positively. Of the employers, 86% felt their business had benefitted from the program. When asked "How?" the reply in more than half the cases was that the benefit came from the help provided by the students.

Even when specifically asked, few students (9%) reported any problems created for them by the work week. Among these, the major concern was falling behind in some of their school subjects while they were on the work week.

Pre-job preparation seemed generally good as a large proportion (86%) of the students agreed they were well briefed on details (e.g., lunch, dress and transportation). A similar proportion (84%) agreed that they understood the purpose of the program before they went on the work week.

Employers had a variety of suggestions for improving the programs. They felt the work experience program should be longer (two weeks, not one); students should be trained in modern equipment (electric not manual typewriters); and, there should be some screening to better match employer and employee. Teachers' suggestions generally seemed directed towards encouraging closer links between the school and industry through such means as having teachers more actively involved in obtaining placements and by having teachers visit the work sites while the students are there.

Some students wanted placements more closely matched with their interests, a few wanted more variety in their activities and a few wanted to do what everyone else was doing and

not "just do monotonous work all day just because they need someone to do it." Some of the students also wanted the program to run longer.

Meeting the Program's Goals

The goals which were identified for this program were synthesized into five general statements. Following each statement are the data and evidence which were collected relevant to that goal.

GOAL ONE: "Provide students with an opportunity to find out about the 'world of work' and increase their knowledge of such things as special machines and business procedures."

Apropos the general question of whether the activities available in the work experience program were interesting, 79% of the students agreed they were. Additional evidence was provided from the question which asked the students to list the various tasks that they had had. An analysis of the replies showed that 60% had a chance to work on a variety of tasks, 27% worked on a few tasks and 12% worked on one task only.

Most of the students (93%) agreed that they had a clearer picture of what goes on in an office/business/shop as a result of the work week and 62% agreed that they learned something new about the world of work nearly everyday.

Another interesting piece of evidence was obtained by asking the students whether they had ever had a part-time, full-time or summer job: Eighty-one percent had had a job and a tenth of them said the job was like the job of the work experience week. This 81% was asked whether they thought the work experience had given them further help. There was 10% who did not reply, 21% who said "no" but the rest (69%) said "yes." The greatest number

of them said the work experience week helped them to relate school to work. Other common reasons were that it broadened their experience with work, helped them to relate to other people better and increased their self-confidence.

Among the positive aspects identified for the program, over half the employers (59%) felt the students gained practical experience/awareness of the world of work/specific business skills. This positive aspect far outweighed the second and third ones which were that it helped them to evaluate a potential employee (15%) and that it helped students clarify their career choice (14%).

GOAL TWO: "Provide an experience which would help the students to make and/or evaluate their career choices."

To evaluate the success of the program in meeting this goal the students were asked whether, as a result of the work week program, the choice of what work they would do when they finish school was much clearer in their mind, and 73% of them agreed that it was.

A similar proportion (76%) of the students agreed that the work week gave them a chance to find out more about their strengths and weaknesses. In addition, 72% felt they had learned a lot about job opportunities for the future.

Only about 1/3 (35%) of students wanted to do the same kind of work they did on the work week program after they left school, although there was no direct evidence that any student actually changed his/her career plans as a result of the work week. Also, it must be noted that 31% were uncertain as to what kind of work they wanted after graduation.

As was noted, some employers saw clarification of career

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goals as one of the positive aspects of the work experience program. A couple of employers also added that the program gives the students a chance to find out their strengths and weaknesses.

GOAL THREE: "Help students to develop those attitudes and behaviours which are necessary to obtain and retain a job by providing them with opportunities to socialize, work with adults, be responsible and learn better communication and job readiness skills".

Relative to this goal, 80% of the students saw the work experience program as teaching them to get along better with other people. In addition, when asked what they liked the best about the work weeks, 42% of the students mentioned socializing with the other people at work.

Students also had a chance to take responsibility in an adult environment as 78% felt they were treated as one of the regular workers.

GOAL FOUR: "Demonstrate the relationship between school and work, motivate students to do better classroom work and provide them with an incentive to stay in school."

Partly related to this goal was the question asking the students whether it was worthwhile to take time off school to spend on the work experience program. Close to 67% of the students indicated that it was "very worthwhile" and an additional 25% indicated that it was "somewhat worthwhile".

When the students were asked whether their work experience was related to the subjects in which they were majoring, 38% felt that it was "very much related" and 49% felt it was "somewhat related".

Another question asked whether, during the work experience program, there were skills or knowledge which the students needed but which had not been learned. Only 22% said

"yes". The students were also asked whether, during the work experience program, they were able to use what they had learned in school; 74% said "yes".

When the business education teachers were asked whether, in their judgement, the work experience program had any influence on the educational plans of the students, only 30% of them answered "yes". Those teachers were further asked to give any evidence of such as influence. All of them indicated that, as a result of the work experience program, students seemed to "realize the value of their academic subjects". "They saw the purpose and studied better".

GOAL FIVE: "Increase the students' opportunities for employment and provide them with references".

An analysis of the responses from both students and employers indicated that the work week program helped to achieve this goal. Some 68% of the students agreed that the work experience gave them contacts for future jobs. (Since this was such a future oriented question it is not surprising that another 18% were "uncertain.")

When the students were asked whether, through the work experience program, they had learned a lot about job opportunities for the future, 72% of the students agreed and 16% were uncertain.

When employers were asked how their businesses benefitted from the program, 26% suggested that the program gave them an opportunity to stay in touch with the students as a source of future employees. Also, as has been noted, when asked what values they saw in the work experience program, 15% of them indicated that the program helped them to evaluate potential employees with "no risk".

Technical Education Work Week Program

Organization and Operation

During the 1979-80 school year, there were a total of 821 placements from nine schools.

Of 501 students respondents who completed the questionnaire, 88% were male. The results for all the questionnaires are tabulated in Appendix F (buff pages).

Over half of the placements were arranged by the teachers themselves. The rest of the placements (45%) were arranged by the central staff with the school personnel being responsible for matching the students with the jobs.

All the teachers said they were able to accept all students who wanted to be in the program and were also able to obtain as many placements as they wanted. A couple of teachers noted that, in the past, they could arrange for more placements than there were students willing to go. This was more true for food services than technical machine shops. The teachers from the food services department reported that once they got to know an employer, it was usually the employer who called them for a placement rather than the reverse, and the employer's requests usually exceeded the number of students who were ready to go.

When asked about the procedures used for selecting students to participate, 43% of the teachers indicated that the program was compulsory for all senior students in their schools. Some of these teachers mentioned criteria that would be used if there were not enough placements for all students willing to go. Criteria that would be considered by teachers included academic grades (35%), students interests/attitudes (27%), limiting the

selection to grade 12 students (19%), availability of transportation for jobs which are in the suburbs or further away (16%) and a good attendance record (8%).

When the teachers were asked whether any students dropped out of the program, 70% said "no." The 30% who said "yes" gave three reasons for dropping out; the students had the wrong attitude or didn't like the job (16%); illness (3%) and inappropriate work conditions (6%).

When asked for suggestions for improvement and further comments, teachers gave various replies. The most common given by 14% was that the program should be longer, at least two weeks.

Most employers (89%), when asked if the program created any problems for them, said "no" and 73% said the other employees reacted positively to the students.

When asked about disadvantages, 53% of the employers said there were none, 13% said the program was too short and 13% said the training of the students interrupted production.

Of the 501 student respondents, 77% agreed they were well briefed on details (e.g., lunch, dress and transportation) for the work experience program. Similar results (81%) were found when they were asked whether they understood the purpose of their work experience before they went on it.

Only 11% of the students reported having any problems with the work week program. The most common problem was that the work week program interfered with a part-time job and the second most common problem was being "overworked" or finding the work tiring.

When asked what they liked the least about their work experience, 11% said they liked everything, 14% said they didn't

have enough to do, 14% identified some specific task they didn't like such as sweeping the floor, 12% didn't like the work hours and 5% didn't like the job they had because they found it boring or unrelated to their interests.

When asked to list the duties they performed on the program, 58% indicated that they had a chance to work on a variety of tasks and 16% worked on only a few tasks.

When asked for suggestions for improvement and further comments, close to 13% of the students felt that the program should be conducted for a longer period - at least for two weeks. A small number (3%) of the students suggested that the employer should offer a variety of course-related tasks. A few of them also felt that the program should be monitored closely by the teacher co-ordinator.

Meeting the Program's Goals

The goals for the technical education work week were the same as those for business education.

GOAL ONE: "Provide students with an opportunity to find out about the 'world of work' and increase their knowledge of such things as special machines and business procedures".

Eighty-one percent of the students agreed that the activities available in the work experience program had been interesting to them and 67% agreed that nearly everyday they learned something new about the world of work. Eighty-two percent of the students agreed that, as a result of the work experience program, they had a better picture of what really goes on in an office/shop/business.

When asked what they liked best about the program, the second most common reason given by 21% of the students was that

they had had practical experience and/or had learned about work. Another indicator came from the question asking whether or not the students had had a job before. Three-quarters (76%) had had a job different from their work experience and 8% had had a job like their work experience. Of those students who had worked before, 64% felt that the work week had given them further help such as learning about the world of work, learning more skills, etc.

When the employers were asked about the values they saw in the program, a full 80% indicated that it gave students insights into the real world, the world of work.

GOAL TWO: "Provide an experience which would help the students to make and/or evaluate their career choices."

Although 20% were uncertain, 63% agreed with the statement that they had learned a lot about job opportunities for the future. When asked if they wanted to do the same kind of work when they left school, 27% were uncertain but 47% agreed that they did. For the same students, 68% agreed that they found the choice of work when they finish school much clearer, although 22% were uncertain.

GOAL THREE: "Help students to develop those attitudes and behaviours which are necessary to obtain and retain a job by providing them with opportunities to socialize, work with adults, be responsible and learn better communication and job readiness skills".

One piece of evidence about this goal is found in the answers to the question about what the students liked best about their work week; 24% said it was being with and interacting with other people.

There was 69% of the students who agreed that they had a chance to find out more about their strengths and weaknesses and

79% felt that the work experience week taught them to get along better with others. About 74% felt they had been treated as one of the regular workers.

GOAL FOUR: "Demonstrate the relationship between school and work, motivate students to do better classroom work and provide them with an incentive to stay in school".

There was 61% of the students who saw the work experience as very much related to their major subjects and 34% who saw it as somewhat related. There were 54% who saw a need for skills they had not learned but there was no general pattern to their illustrations. In contrast, 72% agreed that they had used what they had learned in school; 18% disagreed.

As well, 24% of the teachers felt that one effect of the program was shown in the increased enthusiasm in the classroom and an increased appreciation of academic subjects.

GOAL FIVE: "Increase the students' opportunities for employment and provide them with references".

As far as future employment was concerned, 54% agreed that the work week gave them contacts; 22% was uncertain. A larger percentage (63%) agreed that they had learned about job opportunities for the future; 20% was uncertain.

Some employers (8%) felt that one value of the work week was that it gave employers a chance to assess potential employees.

DISCUSSION AND CONCLUSIONS

This report has condensed a great deal of material. Because the term "work experience" is used in a wide variety of contexts, it seemed appropriate to bring together a variety of pieces of information in this one report. This included a literature review, a look at the goals of the Toronto Board of Education's programs and an evaluation of co-operative education, the career exploration visit and the work experience weeks of both business and technical education. By presenting this material together, it is possible to identify some key issues and suggest some considerations for those who contemplate ways of better linking the work place and school. In summary, one must begin by saying the Toronto programs are viewed as successful by students, teachers and employers. This may be partly related to the fact that they are brief (excluding co-operative education), are offered to senior students (sometimes only to a selected group of students) and attempt to be relevant and related to students' interests and studies. In addition, for the most part, the employers and teachers who participate in these programs would not do so if they did not view them positively. The preceding comments are included as a warning that expansion of programs to younger, less able and/or less trained students would not necessarily be accompanied by the same high levels of success.

In examining the areas where there might be improvements, several students and employers suggested that a week was not long enough for the work week program and a few students wanted the career exploration visit to be more than a day long. Some students also wanted a chance to do some "work" on the career

exploration visit. A few "complaints" suggested that the students did not always like some of the realities of the work place such as doing the same job (typing, filing, etc.) all day long. The more serious problems were ones of timetable limitations for co-operative education students and missed classes for students on work weeks. Attempts should be made to resolve some of the scheduling problems even though they seem hard to overcome.

The other area of possible improvement is in briefing and preparing the students. Although only a minority of the students, less than 10%, thought that they were not well briefed on such details as dress, transportation or the purpose of the visit, good preparation is important enough to warrant close and repeated attention.

Some of the teachers suggested that the programs would benefit from earlier notification of the teachers about the placements and that other teachers, not directly involved in the work weeks needed an information kit to make them more aware of the program. Many teachers wanted extra time to manage the programs and visit the work site. Some students also wanted teachers to monitor programs more closely.

A point of concern to the authors, however, was the expectations that some respondents seemed to have about the programs. The many goals that they proposed seem worthwhile but cover a very broad range of outcomes for each program. It might help if a few goals, possibly more limited could be clearly specified for each program.

The real world of work probably means something a little different to everyone. It includes concepts of punctuality, fatigue, responsibility, following instructions accurately, wages,

working with specialized equipment, doing specialized tasks and learning social interaction. The elements of "the real world of work" which are most important could be specified and the particular goals could then be identified for both the students and the employers.

Students who are exploring career choices need a lot of information - visits, not necessarily limited to a day, to a variety of work sites are obviously helpful. But those students who have chosen business or technical education have already made some significant career decisions and it is more in the light of reviewing and examining these decisions that the work week should be considered. Co-operative education represents an even lengthier opportunity for review of a choice that has already been made and placements have to be considered in this light.

The development of specific skills, habits, attitudes and behaviours seems to be a very challenging goal for brief programs of a week or two but more appropriate for longer programs like co-operative education. Again it would be helpful if each program could specify the particular skills, attitudes or behaviours that are to be developed. This is one place where the specific goals might be very different if the programs were ever expanded to include students from lower grades who will have had less training and preparation.

Most of the programs are unlikely to reduce dropouts since they are mainly offered to the students who are in their last years and close to graduation. Should programs be expanded to include potential dropouts there might be some value in using an alternative goal as was used in the STEP program mentioned in the literature review. That program was deemed successful not

only if it reduced the dropout rate but also if it decreased the unemployment of those who did drop out.

The various respondents seemed to make little distinction between learning about new equipment and learning about new procedures as opposed to developing and/or changing attitudes and behaviors. Attitudes should be considered separately - although they comprise a significant part of what many respondents were implying. (There was little direct evidence collected about attitudes). Again one would not necessarily expect the attitudes of the senior students to represent the attitudes of the younger students or those in the lower grades.

Now that the various programs seem to have met with considerable success, it may be possible, as a few teachers suggested, to expand the programs to include less able, younger and/or less motivated students. Should such an expansion be attempted, the target population should be identified, reasonable goals for the program should be clearly specified and then the program could be developed.

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APPENDIX A

SUMMARY OF GOALS GROUPED BY PROGRAM
AND RESPONDENTS

SUMMARY OF GOALS GROUPED BY PROGRAM AND RESPONDENTS

Co-operative Education

School Staff

To motivate students in their classroom work and to provide them with an incentive for remaining in school.

To promote smooth adjustment of students into the work world.

To introduce students to work and develop an awareness of the work world.

To help students learn about meeting new people and about socializing and working with others.

To produce skilled, employable office workers with superior skills.

To have a basis for modifying course of study.

Students

To obtain pre-employment introduction to office work.

To extend learning beyond confines of classroom.

To develop post-school employment opportunities.

To evaluate future career or provide an opportunity to consider different kinds of work after graduation.

To provide an opportunity for earning an income and experience in handling an income.

Work Experience Work Group Members

To provide an opportunity to earn credits for graduation.

To provide an opportunity for pre-employment learning and training experience.

To provide an opportunity to relate school to the work world on a continuing basis.

To provide an opportunity for earning income.

To provide feedback to teachers for modifying and for developing school courses.

To motivate students in classroom work.

Career Exploration Visit

School Staff

To provide an opportunity for career planning.

To provide introductory work experience.

To provide an opportunity for the development of attitudes behaviors and personality traits which are beneficial in the work world.

Work Experience Work Group Members

To provide an opportunity for career planning.

To provide an opportunity to develop an awareness of the world of work.

To help students determine their mental capability and adaptability for specific jobs.

Work Experience Weeks

School Staff

To provide pre-employment introduction to, and an awareness of, the world of work.

To extend learning beyond the confines of the classroom.

To provide an opportunity for employment and future placement after graduation.

To develop references or contacts for future job applications.

To motivate students in classroom work and provide incentive to remain in school.

To alleviate disciplinary problems, provide students with an opportunity to see their worth as young people and provide them with a sense of purpose.

To make it possible for students to evaluate their future careers.

To increase business & industry's desire to hire students.

To familiarize students with, and expose them to,

various and new kinds of equipment.

To help students acquire greater communication skills, knowledge and information applicable to office/industry.

To help students learn to socialize and work with others and give them the experience of being treated as adults.

To help students acquire an understanding of their personal capabilities and limitations.

To promote a smooth adjustment of students into the work world.

Students

To provide a first-hand look at the real world of work.

To provide the feeling of what it is like to be working.

To help students learn to meet new people, adjust to new situations, learn to socialize and work with others and learn to interact with people in an adult situation.

To develop a sense of responsibility and develop good work attitudes and habits.

To acquaint students with routine work situations.

To allow students to determine how school learning can be used at work.

To learn good grooming and dressing as well as courtesy and manners.

To evaluate career choices and have an opportunity to explore careers.

To provide an opportunity for earning money.

Work Experience Work Group Members

To provide an opportunity for pre-employment learning and training experience.

To provide practical applications of theory and skills and an opportunity to relate school and the world of work on a continuing basis.

To learn to meet new people, adjust to new situations and learn to socialize and work with others.

To develop job readiness skills.

To provide an opportunity to earn money and get experience in handling an income.

APPENDIX B

QUESTIONNAIRES AND RECORD FORMS
CO-OPERATIVE EDUCATION, CAREER EXPLORATION VISIT,
WORK EXPERIENCE WEEK (BUSINESS EDUCATION), WORK
EXPERIENCE WEEK (TECHNICAL EDUCATION)

RECORD FORM FOR COLLECTING INFORMATION ABOUT
CO-OPERATIVE EDUCATION PROGRAM

Don't Write
in this Space

School: _____

Name & Title of Respondent: _____

1. How many students are currently enrolled in the Co-operative Education Program: _____

Current Enrolment

20 - 21

2. Were you able to accept all students who wanted to be in Co-operative Education: _____

Yes

1

No

2

(22)

3. How are students selected for the Co-operative Education Program?
(What factors are considered?) _____

25 - 26

4. Were you able to get as many placements as you wanted?

Yes

1

No

2

(27)

If "no," do you know why you can't get them? _____

28 - 29

5. Do you review the placement? _____

Yes

1

No

2

(32)

If "yes," under what circumstances? _____

33 - 34

6. How many written performance appraisals do employers usually complete for the student during the Program?

Number of Appraisals

(35 - 36)

7. How do you decide about the student's credits (e.g., what role do such things as attendance and employer's appraisal play)?

40 - 41

8. Did any students drop out of the Program after they started it?

Yes 1

No 2

(42)

If "yes," do you know why?

43 - 44

9. In your judgement, has the Co-operative Education Program had any influence on the educational plans of the students?

Yes 1

No 2

Don't Know 3

(50)

If "yes," do you have any evidence?

51 - 52

10. Do you have any comments about the Co-operative Education Program that we should consider in planning the rest of our evaluation (i.e. suggestions for improvement, benefits or disadvantages of the Program)?

53 - 54

CO-OPERATIVE EDUCATION
Employer's Evaluation

Dear Employer:

The Board of Education for the City of Toronto appreciates your co-operation and assistance in the Co-operative Education Program. In an effort to find ways of improving it, we would appreciate your answers to the following questions.

E. N. WRIGHT, Ed.D.,
Chief Educational Research Officer.

Name of Respondents:	_____
Title of Respondent:	_____
Name of Company or Organization:	_____
Address:	_____ _____ _____

Please check (✓) your answers in the appropriate box for each question. For some questions, you are requested to write a brief answer in the blank space provided.

Don't Write
in this Space

1. Please describe the type of duties performed by the student.

(28-29)

2. About how many students have you had in the Co-operative Education Program in the last two years?

Number of Students ☐ ☐

(30-31)

3. Do you feel that you or your business has benefitted from the Program?

Yes ☐

1.

No ☐

2.

(32)

If "yes," how:

(33-34)

- 2 -

4. Has the Program created any problems for you or your business?

Yes ☐ 1
No ☐ 2 (35)

If "yes," what were they? _____

(36-37)

5. What reaction have you observed from the other employees?

Positive Reaction ☐ 1
Negative Reaction ☐ 2
Mixed Reaction ☐ 3
No Reaction ☐ 4
Don't Know ☐ 5 (38)

6. What values do you see in the Co-operative Education Program? _____

(40-41)

7. What disadvantages do you see in the Co-operative Education Program? _____

(42-43)

8. According to your standards, what role would Co-operative Education play in hiring a new employee?

Improves Chances of Selection ☐ 1
Lowers Chances of Selection ☐ 2
Makes No Difference ☐ 3 (44)

9. Would you recommend this Program to other employers?

Yes ☐ 1
No ☐ 2 (45)

Why or why not? _____

(46-47)

10. Please add any suggestions you have for improving the Program and any further comments you might have. _____

(50-51)

Thank you for your help in completing this questionnaire.

CO-OPERATIVE EDUCATION PROGRAM

Student Questionnaire

This survey is to find out what you and other students think about the Co-operative Education Program. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

School: _____							
Date of Birth:	 day	 month	<table border="1" style="display: inline-table; border-collapse: collapse;"> <tr> <td style="width: 10%; text-align: center;">1</td> <td style="width: 10%; text-align: center;">9</td> <td style="width: 10%; text-align: center;"> </td> <td style="width: 10%; text-align: center;"> </td> </tr> </table> year	1	9		
1	9						
Sex:	Male ☐ ₁	- Female ☐ ₂					

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

		Don't Write in this space
1. What business courses are you taking?	Accounting	☐ 1
	Data Processing	☐ 2
	Secretarial	☐ 3
	Marketing	☐ 4
	Other	☐ 5 (20)
	If "Other" please specify _____	
2. Provide details of your Co-operative Education program:		
Dates: From _____ to _____		(23-24)
Name of Company or Organization _____		(25-26)
Job Title (name of job) _____		(27-28)
Duties (please be specific about the duties you performed) _____		(29-30)

86		

3. Was it worthwhile to take time off school to spend on the Co-operative program?

Very worthwhile	☐	1	
Somewhat worthwhile	☐	2	
Not very worthwhile	☐	3	
A waste of time	☐	4	(32)

4. Was your work experience related to the subjects you are majoring in?

Yes, very much related	☐	1	
Somewhat related	☐	2	
No, not related at all	☐	3	(33)

5. During your work experience, did you find that there were skills or knowledge which you needed but which you had not learned?

Yes	☐	1	
No	☐	2	(34)

(35)

If "Yes," what were they? _____

6. As a result of your work experience, did you find some activities that are less interesting than you thought they would be?

Yes	☐	1	
No	☐	2	(36)

(37) ☐ ☐ ☐

If "Yes," name these _____

7. Have you ever had a part-time, full-time or summer job?

No, I have had no job experience before	☐	1	
Yes, but it was very different from my work experience	☐	2	
Yes, and it was like my work experience	☐	3	(38)

(Please name this job) _____

If you answered "NO," go to Question #9.

8. Since you have had experiences working, do you think your co-operative work experience gave you any further help?

Yes	☐	1	
No	☐	2	(39)

If "Yes," what kind of help? _____

(40-41) ☐ ☐

9. What did you like the best about your work experience? _____

(42-43) ☐ ☐

10. What did you like the least about your work experience? _____

(44-45) ☐ ☐

11. Did the Co-operative Work Experience create any problems for you?

Yes ☐ 1

No ☐ 2

If yes, please specify _____

(46)

(47-48) ☐ ☐ ☐

12. Given below are statements about the Co-operative Work Experience Program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you strongly disagree.

Circle 2 if you disagree.

Circle 3 if you are uncertain.

Circle 4 if you agree.

Circle 5 if you strongly agree.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
(a) The activities available in the work experience program have been interesting to me.	1	2	3	4	5	(50)
(b) The work experience gave me contacts for future jobs.	1	2	3	4	5	(51)
(c) I have had the chance to find out more about my strengths and weaknesses.	1	2	3	4	5	(52)
(d) The work experience taught me to get along better with other people.	1	2	3	4	5	(53)
(e) The choice of what work I will do when I finish school is much clearer in my mind.	1	2	3	4	5	(54)
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1	2	3	4	5	(55)
(g) Through the work experience program, I learned a lot about future job opportunities.	1	2	3	4	5	(56)
(h) During the work experience program, I was able to use what I learned in school.	1	2	3	4	5	(57)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
12. (i) I was treated as one of the regular workers.	1	2	3	4	5	(58)
(j) I would recommend work experience to other students.	1	2	3	4	5	(59)
(k) When I leave school, I want to do the same kind of work that I did on work experience.	1	2	3	4	5	(60)
(l) Nearly every day I learned something new about the world of work.	1	2	3	4	5	(61)
(m) I was well briefed on details (e.g., lunch, dress, transportation) for the work experience.	1	2	3	4	5	(62)
(n) I understood the purpose of my work experience before I went.	1	2	3	4	5	(63)
						7980
						(70-71)

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Co-operative Work Experience Program (e.g., suggestions for improvements, etc.).

CAREER EXPLORATION VISIT Student Questionnaire

This survey is to find out what you and other students think about the Career Exploration Visit. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

School: _____			
Date of Birth:			
	day	month	year
Sex:	Male ☐	Female ☐	

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided. If you have not participated in a Career Exploration Visit, please do not fill in this questionnaire.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

1. What are you majoring in? _____

Don't Write
in this space

(20)

2. Provide details of your career exploration visit:

Date(s): _____

(23 - 24)

Name of Company or
Organization _____

(25 - 26)

Duties (please list the specific job and tasks to which you were introduced, e.g., filing, computer operation skills, blue print reading, etc.)

(29 - 30)

- 2 -

3. Was it worthwhile to take time off school to spend on the Career Exploration Visit:
- | | | |
|---------------------|--------------------------|---|
| Very worthwhile | ☐ | 1 |
| Somewhat worthwhile | ☐ | 2 |
| Not very worthwhile | ☐ | 3 |
| A waste of time | ☐ | 4 |
- (32)
4. Was your Career Exploration Visit related to the subject you are majoring in?
- | | | |
|------------------------|--------------------------|---|
| Yes, very much related | ☐ | 1 |
| Somewhat related | ☐ | 2 |
| No, not related at all | ☐ | 3 |
- (33)
5. During your Career Exploration Visit, did you find that there were skills or knowledge which you needed but which you had not learned?
- | | | |
|-----|--------------------------|---|
| Yes | ☐ | 1 |
| No | ☐ | 2 |
- (34)
- If "yes," what were they? _____
- (35)
6. As a result of your Career Exploration Visit, did you find some activities that are less interesting than you thought they would be?
- | | | |
|-----|--------------------------|---|
| Yes | ☐ | 1 |
| No | ☐ | 2 |
- (36)
- If "yes," name these: _____
- (37)
7. What did you like the best about your Career Exploration Visit?
- _____
- _____
- (42 - 43)
8. What did you like the least about your Career Exploration Visit?
- _____
- _____
- (44 - 45)
9. Did the Career Exploration Visit create any problems for you?
- | | | |
|-----|--------------------------|---|
| Yes | ☐ | 1 |
| No | ☐ | 2 |
- (46)
- If "yes," please specify _____
- _____
- _____
- (47 - 48)

- 3 -

10. Given below are statements about the Career Exploration Program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you strongly disagree.
 Circle 2 if you disagree.
 Circle 3 if you are uncertain.
 Circle 4 if you agree.
 Circle 5 if you strongly agree.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
(a) The activities available in the Career Exploration Visit have been interesting to me.	1	2	3	4	5	(50)
(b) The Career Exploration Visit gave me contacts for future jobs.	1	2	3	4	5	(51)
(c) I have had the chance to find out more about my strengths and weaknesses.	1	2	3	4	5	(52)
(d) The Career Exploration Visit taught me to get along better with others.	1	2	3	4	5	(53)
(e) The choice of what work I will do when I finish school is much clearer in my mind.	1	2	3	4	5	(54)
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1	2	3	4	5	(55)
(g) Through the Career Exploration Visit, I have learned a lot about job opportunities for the future.	1	2	3	4	5	(56)
(h) I would recommend the Career Exploration Visit to other students.	1	2	3	4	5	(57)
(i) When I leave school, I want to do the same kind of work that I did on my Career Exploration Visit.	1	2	3	4	5	(58)
(j) I was well briefed on details (e.g., lunch, dress, transportation) for the Career Exploration Visit.	1	2	3	4	5	(59)
(k) I understood the purpose of my Career Exploration Visit before I went.	1	2	3	4	5	(60)

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Career Exploration Program (e.g., suggestions for improvements, etc.)

(70 - 71)

RECORD FORM FOR COLLECTING INFORMATION ABOUT
WORK EXPERIENCE PROGRAMS (BUSINESS)

Don't Write
in this Space

School: _____

Name & Title of Respondent: _____

1. How many students are currently enrolled in the Work Experience Program (Business)?

Current Enrolment

(20 - 21)

2. Were you able to accept all students who wanted to be in the Work Experience Program (Business)?

Yes

1

No

2 (22)

3. How are students selected for the Work Experience Program?
(What factors are considered?) _____

25 - 26

4. Were you able to get as many placements as you wanted?

Yes

1

No

2 (27)

If "no," do you know why you can't get them? _____

28 - 29

5. Did any students drop out of the Program after they started it?

Yes

1

No

2 (32)

If "yes," do you know why? _____

33 - 34

6. In your judgement, has the Work Experience Program had any influence on the educational plans of the students?

Yes

☐

1

No

☐

2

Don't Know

☐

3

(40)

If "yes," do you have any evidence? _____

41 - 42

7. Do you have any comments about the Work Experience Program that we should consider in planning the rest of our evaluation (i.e. suggestions for improvement, benefits or disadvantages of the Program)? _____

45 - 46

BUSINESS EDUCATION

Employer's Evaluation of the Work Experience Program

Dear Employer:

The Board of Education for the City of Toronto appreciates your co-operation and assistance in the Work Experience Program. In an effort to find ways of improving it, we would appreciate your answers to the following questions.

E. N. WRIGHT, Ed.D.,
Chief Educational Research Officer.

Please check (✓) your answers in the appropriate box for each question. For some questions, you are requested to write a brief answer in the blank space provided.

- | | | <u>Don't Write</u>
<u>in this Space</u> | |
|----|--|--|---|
| 1. | About how many students have you had in the Work Experience Program in the last two years? | Number of Students | <input type="text"/> <input type="text"/> (30-31) |
| 2. | Do you feel that you or your business has benefitted from the Program? | Yes ☐ | 1 |
| | | No ☐ | 2 (32) |
| | If "yes," how? _____ | | |
| | _____ | | (33-34) |
| 3. | Has the Program created any problems for you or your business? | Yes ☐ | 1 |
| | | No ☐ | 2 (35) |
| | If "yes," what were they? _____ | | |
| | _____ | | (36-37) |
| 4. | What reaction have you observed from the other employees? | Positive Reaction ☐ | 1 |
| | | Negative Reaction ☐ | 2 |
| | | Mixed Reaction ☐ | 3 |
| | | No Reaction ☐ | 4 |
| | | Don't Know ☐ | 5 (38) |
| 5. | What values do you see in the Work Experience Program? _____ | | |
| | _____ | | |
| | _____ | | (40-41) |

- 2 -

6. What disadvantages do you see in the Work Experience Program?

(42-43)

7. Please add any suggestions you have for improving the Program and any further comments you might have.

(44-45)

Thank you for your help in completing this questionnaire.

WORK EXPERIENCE PROGRAMS (BUSINESS EDUCATION)

Student Questionnaire

This survey is to find out what you and other students think about the Work Experience Program. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

School: _____	
Date of Birth:	1 9 day month year
Sex:	Male ☐ Female ☐

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

1. What business courses are you taking?

Accounting

Data Processing

Secretarial

Marketing

Other

☐	1
☐	2
☐	3
☐	4
☐	5

Don't Write
in this space

If "Other" please specify _____

2. Provide details of your work experience program:

Dates: From _____ to _____

Name of Company or

Organization _____

Job Title (name of job) _____

Duties (please be specific about the duties you performed) _____

(23-24) ☐

(25-26) ☐

(27-28) ☐

(29-30) ☐

- 2 -

3. Was it worthwhile to take time off school to spend on the work experience program?

- | | | | |
|---------------------|--------------------------|---|------|
| Very worthwhile | ☐ | 1 | |
| Somewhat worthwhile | ☐ | 2 | |
| Not very worthwhile | ☐ | 3 | |
| A waste of time | ☐ | 4 | (32) |

4. Was your work experience related to the subjects you are majoring in?

- | | | | |
|------------------------|--------------------------|---|------|
| Yes, very much related | ☐ | 1 | |
| Somewhat related | ☐ | 2 | |
| No, not related at all | ☐ | 3 | (33) |

5. During your work experience, did you find that there were skills or knowledge which you needed but which you had not learned?

- | | | | |
|-----|--------------------------|---|------|
| Yes | ☐ | 1 | |
| No | ☐ | 2 | (34) |

If "Yes," what were they? _____

(35)

6. As a result of your work experience, did you find some activities that are less interesting than you thought they would be?

- | | | | |
|-----|--------------------------|---|------|
| Yes | ☐ | 1 | |
| No | ☐ | 2 | (36) |

If "Yes," name these _____

(37)

7. Have you ever had a part-time, full-time or summer job?

- | | | | |
|--|--------------------------|---|------|
| No, I have had no job experience before | ☐ | 1 | |
| Yes, but it was very different from my work experience | ☐ | 2 | |
| Yes, and it was like my work experience | ☐ | 3 | (38) |

(Please name this job) _____

If you answered "NO," go to Question #9.

8. Since you have had experiences working, do you think your work experience gave you any further help?

- | | | | |
|-----|--------------------------|---|------|
| Yes | ☐ | 1 | |
| No | ☐ | 2 | (39) |

If "Yes," what kind of help? _____

(40-41)

9. What did you like the best about your work experience? _____

(42-43)

10. What did you like the least about your work experience? _____

(44-45)

- 3 -

11. Did the work experience create any problems for you?

Yes ☐ 1
No ☐ 2

If yes, please specify _____

(46)

(47-48) ☐ ☐

12. Given below are statements about the work experience program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you strongly disagree.
Circle 2 if you disagree.
Circle 3 if you are uncertain.
Circle 4 if you agree.
Circle 5 if you strongly agree.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
(a) The activities available in the work experience program have been interesting to me.	1	2	3	4	5	(50)
(b) The work experience gave me contacts for future jobs.	1	2	3	4	5	(51)
(c) I have had the chance to find out more about my strengths and weaknesses.	1	2	3	4	5	(52)
(d) The work experience taught me to get along better with other people.	1	2	3	4	5	(53)
(e) The choice of what work I will do when I finish school is much clearer in my mind.	1	2	3	4	5	(54)
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1	2	3	4	5	(55)
(g) Through the work experience program, I have learned a lot about job opportunities for the future.	1	2	3	4	5	(56)
(h) During the work experience program, I was able to use what I learned in school.	1	2	3	4	5	(57)

- 4 -

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
12. (i) I was treated as one of the regular workers.	1	2	3	4	5	(58)
(j) I would recommend work experience to other students.	1	2	3	4	5	(59)
(k) When I leave school, I want to do the same kind of work that I did on work experience.	1	2	3	4	5	(60)
(l) Nearly every day I learned something new about the world of work.	1	2	3	4	5	(61)
(m) I was well briefed on details (e.g., lunch, dress, transportation) for the work experience.	1	2	3	4	5	(62)
(n) I understood the purpose of my work experience before I went.	1	2	3	4	5	(63)
						7980
						(70-71)

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Work Experience Program (e.g., suggestions for improvements, etc.).

RECORD FORM FOR COLLECTING INFORMATION ABOUT
WORK EXPERIENCE PROGRAMS (TECHNICAL EDUCATION)

Don't Write
in this Space

School: _____

Name & Title of Respondent: _____

1. How many students are currently enrolled in the Work Experience Program (Technical)?

Current Enrolment

(20 - 21)

2. Were you able to accept all students who wanted to be in the Work Experience Program (Technical)?

Yes

1.

No

2.

(22)

3. How are students selected for the Work Experience Program?
(What factors are considered?) _____

25 - 26

4. Were you able to get as many placements as you wanted?

Yes

1.

No

2.

(27)

If "no," do you know why you can't get them? _____

28 - 29

5. Did any students drop out of the Program after they started it?

Yes

1.

No

2.

(32)

If "yes," do you know why? _____

33 - 34

6. In your judgement, has the Work Experience Program had any influence on the educational plans of the students?

Yes
No
Don't Know

	1
	2
	3

(40)

If "yes," do you have any evidence? _____

41 - 42

7. Do you have any comments about the Work Experience Program that we should consider in planning the rest of our evaluation (i.e. suggestions for improvement, benefits or disadvantages of the Program)? _____

45 - 46

Technical Education
Employer's Evaluation of the Work Experience Program

Dear Employer:

The Board of Education for the City of Toronto appreciates your co-operation and assistance in the Work Experience Program. In an effort to find ways of improving it, we would appreciate your answers to the following questions.

E. N. WRIGHT, Ed.D.,
Chief Educational Research Officer.

Name of Respondent: _____
Title of Respondent: _____
Name of Company or Organization: _____
Address: _____

Please check (✓) your answers in the appropriate box for each question. For some questions, you are requested to write a brief answer in the blank space provided.

Don't Write
in this Space

- | | | |
|---|---|---------|
| <p>1. Please describe the type of duties performed by the student.</p> <p>_____</p> <p>_____</p> | . | (28-29) |
| <p>2. About how many students have you had in the Work Experience Program in the last two years? Number of Students <input type="text"/> <input type="text"/></p> | . | (30-31) |
| <p>3. Do you feel that you or your business has benefitted from the Program?</p> <p style="text-align: right;">Yes ☐ 1</p> <p style="text-align: right;">No ☐ 2</p> | . | (32) |
| <p>If "yes," how? _____</p> <p>_____</p> <p>_____</p> | . | (33-34) |
| <p>4. Has the Program created any problems for you or your business?</p> <p style="text-align: right;">Yes ☐ 1</p> <p style="text-align: right;">No ☐ 2</p> | . | (35) |
| <p>If "yes," what were they? _____</p> <p>_____</p> | . | (36-37) |

- 2 -

5. What reaction have you observed from the other employees?

Positive Reaction

Negative Reaction

Mixed Reaction

No Reaction

Don't Know

1 :
2 :
3 :
4 :
5 : (38)

6. What values do you see in the Work Experience Program? _____

(40-41)

7. What disadvantages do you see in the Work Experience Program? _____

(42-43)

8. Please add any suggestions you have for improving the Program and any further comments you might have.

(44-45)

Thank you for your help in completing this questionnaire.

WORK EXPERIENCE PROGRAMS (TECHNICAL EDUCATION)

Student Questionnaire

This survey is to find out what you and other students think about the Work Experience Program. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

School:												
Date of Birth:												
	day		month		1		9		year			
Sex:	Male ☐		Female ☐									

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

Don't Write
in this space

1. What technical courses are you taking?

(20)

2. Provide details of your work experience program:

Dates: From _____ to _____

(23-24) ☐

Name of Company or Organization _____

(25-26) ☐

Job Title (name of job) _____

(27-28) ☐

Duties (please be specific about the duties you performed) _____

(29-30) ☐

- 2 -

3. Was it worthwhile to take time off school to spend on the work experience program?

Very worthwhile	☐	1	
Somewhat worthwhile	☐	2	
Not very worthwhile	☐	3	
A waste of time	☐	4	(32)

4. Was your work experience related to the subjects you are majoring in?

Yes, very much related	☐	1	
Somewhat related	☐	2	
No, not related at all	☐	3	(33)

5. During your work experience, did you find that there were skills or knowledge which you needed but which you had not learned?

Yes	☐	1	
No	☐	2	(34)

(35)

If "Yes," what were they? _____

6. As a result of your work experience, did you find some activities that are less interesting than you thought they would be?

Yes	☐	1	
No	☐	2	(36)

If "Yes," name these _____

(37) ☐ ☐

7. Have you ever had a part-time, full-time or summer job?

No, I have had no job experience before	☐	1	
Yes, but it was very different from my work experience	☐	2	
Yes, and it was like my work experience	☐	3	(38)

(Please name this job) _____

If you answered "NO," go to Question #9.

8. Since you have had experiences working, do you think your work experience gave you any further help?

Yes	☐	1	
No	☐	2	(39)

If "Yes," what kind of help? _____

(40-41) ☐ ☐

9. What did you like the best about your work experience? _____

(42-43) ☐ ☐

10. What did you like the least about your work experience? _____

(44-45) ☐ ☐

- 3 -

11. Did the work experience create any problems for you?

Yes	☐	1
No	☐	2

If yes, please specify _____

(46)

(47-48) ☐ ☐

12. Given below are statements about the work experience program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you strongly disagree.
 Circle 2 if you disagree.
 Circle 3 if you are uncertain.
 Circle 4 if you agree.
 Circle 5 if you strongly agree.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
(a) The activities available in the work experience program have been interesting to me.	1	2	3	4	5	(50)
(b) The work experience gave me contacts for future jobs.	1	2	3	4	5	(51)
(c) I have had the chance to find out more about my strengths and weaknesses.	1	2	3	4	5	(52)
(d) The work experience taught me to get along better with other people.	1	2	3	4	5	(53)
(e) The choice of what work I will do when I finish school is much clearer in my mind.	1	2	3	4	5	(54)
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1	2	3	4	5	(55)
(g) Through the work experience program, I have learned a lot about job opportunities for the future.	1	2	3	4	5	(56)
(h) During the work experience program, I was able to use what I learned in school.	1	2	3	4	5	(57)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	
12. (i) I was treated as one of the regular workers.	1	2	3	4	5	(58)
(j) I would recommend work experience to other students.	1	2	3	4	5	(59)
(k) When I leave school, I want to do the same kind of work that I did on work experience.	1	2	3	4	5	(60)
(l) Nearly every day I learned something new about the world of work.	1	2	3	4	5	(61)
(m) I was well briefed on details (e.g., lunch, dress, transportation) for the work experience.	1	2	3	4	5	(62)
(n) I understood the purpose of my work experience before I went.	1	2	3	4	5	(63)
						7980
						(70-71)

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the work Experience Program (e.g., suggestions for improvements, etc.).

APPENDIX C
DETAILED TABULATION OF RESULTS:
CO-OPERATIVE EDUCATION

RECORD FORM FOR COLLECTING INFORMATION ABOUT
CO-OPERATIVE EDUCATION PROGRAM

(Number of teachers - 5)

1. How many students are currently enrolled in the Co-operative Education Program:

4 - Bickford	7 - Eastern Commerce
3 - Castle Frank	1 - Heydon Park
1 - Central Commerce	5 - Western Technical

TOTAL - 21

2. Were you able to accept all students who wanted to be in Co-operative Education:

Yes 60.0%

No 40.0%

3. How are students selected for the Co-operative Education Program?
(What factors are considered?)

100%* - Academic standing in business courses
60.0% - Consultation with subject teacher as to student's attitude/
interest toward work
100% - Parents' permission
60.0% - Good attendance

4. Were you able to get as many placements as you wanted?

Yes 100%

No 0%

5. Do you review the placement?

Yes 100%

No 0%

If "yes," under what circumstances?

100%* - Contacted employer-supervisor every month and student's
progress was discussed
60.0% - At special request by the employer or the student

6. How many written performance appraisals do employers usually complete for the student during the Program?

100% - One appraisal each month

* Since nearly all the teachers mentioned more than one factor, this column exceeds 100%

7. How do you decide about the student's credits (e.g., what role do such things as attendance and employer's appraisal play)?

(Any student enrolled in the program receives one credit per semester. However, grade level, i.e., A+, B+, etc., depends on the following factors)

100% - Based on the employer's appraisal/good attendance/
teacher's own impression of the student's performance

8. Did any students drop out of the Program after they started it?

Yes 40.0%

No 60.0%

If "yes," do you know why?

20.0% - Personal problem - student did not have enough time to stick to the program

20.0% - Student took over the job on a full-time basis

9. In your judgement, has the Co-operative Education Program had any influence on the educational plans of the students?

Yes 60.0%

No 20.0%

Don't Know 20.0%

60.0%* - Students seemed more motivated in classroom work after they started the program. Both practical experience and money became a source of motivation for the students

20.0% - A few students have indicated interest in community college

10. Do you have any comments about the Co-operative Education Program that we should consider in planning the rest of our evaluation (i.e. suggestions for improvement, benefits or disadvantages of the Program)?

80.0%** - All arrangements should be made early in September. This helps student/teacher to plan it better

40.0% - Private businesses accept only good students. Toronto Board should accept more students so that there is some chance for medium and low skilled students too

20.0% - This is an excellent program/would recommend to others

20.0% - Give students some interview practice

20.0% - Teacher co-ordinator should be encouraged to visit the employer site during the program

* This column does not add up to 60% because some teachers gave more than one response.

** This column does not add up to 100% because some teachers gave more than one suggestion.

CO-OPERATIVE EDUCATION

Employer's Evaluation

Dear Employer:

The Board of Education for the City of Toronto appreciates your co-operation and assistance in the Co-operative Education Program. In an effort to find ways of improving it, we would appreciate your answers to the following questions.

E. N. Wright, Ed.D.,
Chief Educational Research Officer.

Please check (✓) your answers in the appropriate box for each question. For some questions, you are requested to write a brief answer in the blank space provided.

(Number of respondents - 10)

1. Please describe the type of duties performed by the student.

According to the employers, all the students seem to have performed a wide variety of activities, such as, typing, filing, telephoning, photocopying, collating, mailing, etc.

2. About how many students have you had in the Co-operative Education Program in the last two years?

50.0% - 1 student only

40.0% - 2 students

10.0% - 3 students

3. Do you feel that you or your business has benefitted from the Program?

Yes 90.0%

No 10.0%

If "yes," how:

60.0% - Program provides inexpensive assistance/ease workload*

30.0% - Chance to evaluate student for full-time job

20.0% - Student has been a good and enthusiastic example for co-workers

10.0% - More awareness of current students

10.0% - Not specified

4. Has the Program created any problems for you or your business?

Yes 20.0%

No 80.0%

If "yes," what were they?

20.0% - Program demands extra time for training and additional supervision.

* This column does not add up to 90% since some of the employers gave more than one response.

5. What reaction have you observed from the other employees?

Positive Reaction	90.0%
Negative Reaction	0%
Mixed Reaction	0%
No Reaction	10.0%
Don't Know	0%

6. What values do you see in the Co-operative Education Program?

70.0%* - Opportunity for students to experience work environment
(e.g., gain self-confidence, maturity etc.)
60.0% - Opportunity to evaluate potential employee at "no risk"
30.0% - Inexpensive assistance

7. What disadvantages do you see in the Co-operative Education Program?

50.0% - None
40.0%* - Training and additional supervision of the student put an
extra demand on the employer
10.0% - 1/2 day work period is too short to teach much about the
job
10.0% - Program might encourage students to terminate further
schooling and take over full-time job.

8. According to your standards, what role would Co-operative Education play
in hiring a new employee?

Improves Chances of Selection	90.0%
Lowers Chances of Selection	0%
Makes No Difference	10.0%

9. Would you recommend this Program to other employers?

Yes	100%
No	0%

Why or why not?

40.0%* - Extra help at reasonable cost
30.0% - Helps evaluate potential employees
30.0% - Not specified
10.0% - Helps student gain practical experience

10. Please add any suggestions you have for improving the Program and any
further comments you might have.

20.0% - Involve employer in selection/planning of the program
10.0% - Program has added value if co-ordinated with summer employment
10.0% - Program is more beneficial for the students who are graduating
10.0% - Good program/would recommend to other employers
50.0% - No comment

* This column does not add up to 100% since some of the employers gave more than
one response.

* Ibid

CO-OPERATIVE EDUCATION PROGRAM

Student Questionnaire

This survey is to find out what you and other students think about the Co-operative Education Program. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

(Number of students interviewed - 19)

School:	4 - Bickford Park	7 - Eastern Commerce
	2 - Castle Frank	1 - Heydon Park
		5 - Western Technical

TOTAL - 19

Sex:

Male	- 0%
Female	- 100%

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

1. What business courses are you taking?	Accounting	15.8%
	Data Processing	0.0%
	Secretarial	63.2%
	Marketing	0.0%
	Other	21.0%

2. Provide details of your Co-operative Education program:

(Number of weeks the students worked)

73.7% - 32 weeks
26.3% - 16 - 20 weeks

Duties

89.5% - Worked on a variety of tasks
10.5% - Worked on mainly one task

3. Was it worthwhile to take time off school to spend on the Co-operative program?

Very worthwhile	89.5%
Somewhat worthwhile	5.3%
Not very worthwhile	5.3%
A waste of time	0%

4. Was your work experience related to the subjects you are majoring in?

Yes, very much related	42.1%
Somewhat related	57.9%
No, not related at all	0%

5. During your work experience, did you find that there were skills or knowledge which you needed but which you had not learned?

Yes	47.4%
No	52.6%

If "yes," what were they?

15.8%* - Dictaphone

42.1% - Other skills listed by two or fewer students
(e.g., receptionist's duties, letter setting, dicta typing, applied accounting, exposure to computer terminal, personal communication and discipline)

6. As a result of your work experience, did you find some activities that are less interesting than you thought they would be?

Yes	26.3%
No	73.7%

If "yes," name these:

26.3% - Photocopying, filing, stamping and labelling envelopes, and checking income tax forms.

* Because some students listed more than one skill, this column does not add up to 47.4%.

7. Have you ever had a part-time, full-time or summer job?

No, I have had no job experience before 5.3%

Yes, but it was very different from my work experience 73.7%

Yes, and it was like my work experience 21.0%

(If you answered "No", go to Question #9).

8. Since you have had experiences working, do you think your co-operative work experience gave you any further help? (Based on 18 respondents)

Yes 94.4%

No 5.6%

If "yes," what kind of help?

94.4% - There were a lot of new activities/activities were more related to school subjects/more work experience.

9. What did you like the best about your work experience?

63.1%* - Personal development: opportunity to work/interact with other employees, learn responsibility and self discipline, sense of importance

36.8% - Liked all activities

21.0% - Specific skill mentioned by two or fewer students (e.g., receptionist duties, accounting, etc.)

10. What did you like the least about your work experience?

68.4% - None/liked everything

10.5% - Other employees were unfriendly

10.5% - Given only unimportant jobs to do

5.3% - Could not take some school courses because of the program

5.3% - Not allowed to smoke

11. Did the Co-operative Work Experience create any problems for you?

Yes 26.3%

No 73.7%

If "Yes," please specify

21.0% - Timetable does not match the participating students' needs - could not take the courses wanted to take.

5.3% - Program makes life too busy - can't participate fully in social life.

* This column does not add up to 100% since some students mentioned more than one thing.

12. Given below are statements about the Co-operative Work Experience Program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you strongly disagree.

Circle 2 if you disagree.

Circle 3 if you are uncertain.

Circle 4 if you agree.

Circle 5 if you strongly agree.

	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)	Mean
(a) The activities available in the work experience program have been interesting to me.	0%	5.3%	5.3%	36.8%	52.6%	4.4
(b) The work experience gave me contacts for future jobs.	0%	5.3%	10.5%	21.0%	63.1%	4.4
(c) I have had the chance to find out more about my strengths and weaknesses.	0%	0%	5.3%	52.6%	42.1%	4.4
(d) The work experience taught me to get along better with other people.	0%	0%	21.0%	42.1%	36.8%	4.2
(e) The choice of what work I will do when I finish school is much clearer in my mind.	0%	5.3%	26.3%	26.3%	42.1%	4.0
(f) I now have a clearer picture of what really goes on in an office/shop/business.	0%	0%	0%	26.3%	73.7%	4.7
(g) Through the work experience program, I learned a lot about future job opportunities.	0%	5.3%	15.8%	57.9%	21.0%	3.9
(h) During the work experience program, I was able to use what I learned in school.	0%	0%	0%	73.7%	26.3%	4.3
(i) I was treated as one of the regular workers.	0%	0%	5.3%	36.8%	57.9%	4.5
(j) I would recommend work experience to other students.	0%	0%	5.3%	15.8%	78.9%	4.7

12. (Continued)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean
(k) When I leave school, I want to do the same kind of work that I did on work experience.	10.5%	0%	31.6%	21.0%	36.8%	3.7
(l) Nearly everyday I learned something new about the world of work.	0%	15.8%	10.5%	63.1%	10.5%	3.7
(m) I was well briefed on details (e.g., lunch, dress, transportation) for the work experience.	0%	5.3%	5.3%	52.6%	36.8%	4.1
(n) I understood the purpose of my work experience before I went.	0%	5.3%	10.5%	36.8%	47.4%	4.3

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Co-operative Work Experience Program (e.g., suggestions for improvements, etc.).

- 31.6%* - School timetable should meet the co-operative education students needs/students should be given courses they choose.
- 31.6% - No comment.
- 15.8% - Student should be given a variety of work.
- 15.8% - Teacher should monitor the program on a continuous basis/teacher should give feedback to the student.
- 10.2% - Job should be matched to the student's interests.

* This column does not add up to 100% since some students added more than one comment.

APPENDIX D

DETAILED TABULATION OF RESULTS:

CAREER EXPLORATION VISIT

CAREER EXPLORATION VISIT

Student Questionnaire

This survey is to find out what you and other students think about the Career Exploration Visit. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

(Number of Respondents)

School:	Forest Hill	-12	Monarch Park	-16
	Humberside	-10	Oakwood	-26

TOTAL - 64

Sex: Male - 37.5%

Female - 62.5%

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

1. What are you majoring in?

57.8% - General Academics
29.7% - Business Courses
6.2% - Art

(NR* - 6.2%)

2. Provide details of your career exploration visit:
Date(s): (Number of Career Exploration days)

95.3% - One day

(NR - 4.7%)

Duties:

60.9% - Introduced to a variety of duties
20.3% - Introduced to only a few duties
7.8% - Introduced to only one duty
6.3% - Not introduced to any duties

(NR - 4.7%)

3. Was it worthwhile to take time off school to spend on the Career Exploration Visit:

Very worthwhile	71.9%
Somewhat worthwhile	23.4%
Not very worthwhile	3.1%
A waste of time	1.6%

4. Was your Career Exploration Visit related to the subject you are majoring in?

Yes, very much related 17.2%
Somewhat related 42.2%
No, not related at all 23.4% (NR - 17.2%)

5. During your Career Exploration Visit, did you find that there were skills or knowledge which you needed but which you had not learned?

Yes 59.4%
No 37.5% (NR - 3.1%)

If "yes", what were they?

- 26.5% - Other specific skills mentioned by two or fewer students (e.g., filming, writing, hairdressing, etc.)
- 9.4% - More knowledge about chosen career
- 7.8% - Communicating with and understanding people
- 6.3% - Needed university degree for the chosen career
- 3.1% - Practical experience
- 3.1% - Listed specific subjects (e.g., chemistry and biology)
- 1.6% - Job was demanding on personal life
- 1.6% - Not specified

6. As a result of your Career Exploration Visit, did you find some activities that are less interesting than you thought they would be?

Yes 18.7%
No 79.7% (NR - 1.6%)

If "yes," name these:

- 15.6% - Specific activities mentioned by two or fewer students (e.g., money handling, doing paper work, sitting at desk all day, controlling children in the class and computer work, etc.)
- 3.1% - Uneventful day/didn't like anything

7. What did you like the best about your Career Exploration Visit?

59.3% - Learning about job/practical experience/interesting work
34.4% - Talking with other employees
4.7% - Liked everything (NR - 1.6%)

8. What did you like the least about your Career Exploration Visit?

25.0% - Boring job/not enough to do or observe/lack of organization
18.8% - Not long enough
12.5% - No opportunity to do/observations only
12.5% - Liked everything
10.9% - Other things listed by two or fewer students (No money, not enough money, missing classes, observed through camera while working, etc.)
6.2% - Job was too far

(NR - 14.1%)

9. Did the Career Exploration Visit create any problems for you?

Yes 4.7%

No 93.7%

(NR - 1.6%)

1.6% - Made me think that acting is a worthless occupation

1.6% - I had problems locating business

1.6% - Business location was too far

10. Given below are statements about the Career Exploration Program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you strongly disagree.

Circle 2 if you disagree.

Circle 3 if you are uncertain.

Circle 4 if you agree.

Circle 5 if you strongly agree.

	Strongly Disagree (1)	Disagree (2)	Uncertain (3)	Agree (4)	Strongly Agree (5)	Mean *	NR
(a) The activities available in the Career Exploration Visit have been interesting to me.	0.0%	0.0%	6.3%	46.9%	43.8%	4.4	3.1%
(b) The Career Exploration Visit gave me contacts for future jobs.	7.8%	26.6%	29.7%	18.8%	14.1%	3.0	3.1%
(c) I have had the chance to find out more about my strengths and weaknesses.	4.7%	9.4%	23.4%	45.3%	15.6%	3.6	1.6%
(d) The Career Exploration Visit taught me to get along better with others.	7.8%	25.0%	17.2%	28.1%	20.3%	3.3	1.6%
(e) The choice of what work I will do when I finish school is much clearer in my mind.	6.3%	7.8%	28.1%	32.8%	23.4%	3.6	1.6%
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1.6%	0.0%	6.3%	45.3%	45.3%	4.3	1.6%
(g) Through the Career Exploration Visit, I have learned a lot about job opportunities for the future.	1.6%	14.1%	21.9%	46.9%	14.1%	3.6	1.6%

10. (Continued)

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	NR
(h) I would recommend the Career Exploration Visit to other students.	0.0%	0.0%	1.6%	15.6%	81.3%	4.8	1.6%
(i) When I leave school, I want to do the same kind of work that I did on my Career Exploration Visit.	1.6%	7.8%	51.6%	21.9%	15.6%	3.4	1.6%
(j) I was well briefed on details (e.g., lunch, dress, transportation) for the Career Exploration Visit.	4.7%	9.4%	3.1%	53.1%	26.6%	3.9	3.1%
(k) I understood the purpose of my Career Exploration Visit before I went.	0.0%	0.0%	0.0%	50.0%	48.4%	4.5	1.6%

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Career Exploration Program (e.g., suggestions for improvements, etc.)

- 18.7% - Very good program/I would strongly recommend it/learned a great deal about work
- 6.2% - Program should be longer
- 4.7% - Program should be better organized
- 3.1% - Job should be matched to student's interests
- 3.1% - Employer's supervisor should work closely with the student

(NR - 64.1%)

APPENDIX E

DETAILED TABULATION OF RESULTS

WORK EXPERIENCE WEEK

BUSINESS EDUCATION

RECORD FORM FOR COLLECTING INFORMATION ABOUT
WORK EXPERIENCE PROGRAMS (BUSINESS EDUCATION)

Number of teachers - 10

1. How many students are currently enrolled in the Work Experience Program (Business)? (Following figures represent number of placements*)

120 - Bickford	31 - Lakeview
46 - Castle Frank	34 - Monarch Park
69 - Central Commerce	11 - Northern Secondary
2 - Eastdale	44 - West Toronto
57 - Eastern Commerce	47 - Western Technical
41 - Heydon Park	
TOTAL - 502	

2. Were you able to accept all students who wanted to be in the Work Experience Program (Business)?

Yes 100%

No 0%

3. How are students selected for the Work Experience Program? (What factors are considered)?

70.0% - General attitude/motivation/interest in the program
30.0%** - Performance in business skills
30.0% - Program is compulsory for all senior students
20.0% - Punctuality
20.0% - Teachers' recommendation

4. Were you able to get as many placements as you wanted?

Yes 100%

No 0.0%

5. Did any students drop out of the Program after they started it?

Yes 30.0%

No 70.0%

If "yes," do you know why?

10.0% - Because of illness
10.0% - The student did not want to work without payment
10.0% - Some students just don't like work

* Because some students participated for more than one time, the number of students who participated in the program was less than the number of placements.

** Because some teachers gave more than one response, this column does not add up to 100%.

6. In your judgement, has the Work Experience Program had any influence on the educational plans of the students?

Yes	30.0%
No	20.0%
Don't Know	50.0%

If "yes," do you have any evidence?

30.0% - *Students seem to realize the value of their academic subjects/ they see the purpose of schooling*

7. Do you have any comments about the Work Experience Program that we should consider in planning the rest of our evaluation (i.e. suggestions for improvement, benefits or disadvantages of the Program)?

50.0%* - *Program should be compulsory for all the senior students, otherwise the participating students are left behind in schoolwork*

30.0% - *Happy with the present arrangement/super experience*

20.0% - *Work experience week should be arranged near the beginning of the year/semester*

20.0% - *There should be more program awareness among the teachers/program needs promotional publicity*

20.0% - *Teachers should also arrange placements of their own - help find potential employers*

30.0% - *Other suggestions listed by less than two teachers (e.g., arrange pre-job interviews with the employer; teacher-in-charge should be encouraged to visit employer site during the program; match placements with the student's interests)*

* Because some teachers gave more than one response, this column does not add up to 100%.

BUSINESS EDUCATION

Employer's Evaluation of the Work Experience Program

Dear Employer:

The Board of Education for the City of Toronto appreciates your co-operation and assistance in the Work Experience Program. In an effort to find ways of improving it, we would appreciate your answers to the following questions.

E. N. Wright, Ed.D.,
Chief Educational Research Officer.

Please check (✓) your answers in the appropriate box for each question. For some questions, you are requested to write a brief answer in the blank space provided.

Total Number of Respondents - 58

1. About how many students have you had in the Work Experience Program in the last two years?
(Number of students*)

12.1% - No students
44.8% - 1-5 students
19.0% - 6-10 students
15.5% - 15-20 students
3.4% - 25 students
1.7% - 51 students
1.7% - 200 students
1.7% - 300 students

2. Do you feel that you or your business has benefitted from the Program?

Yes 86.2%

No 13.8%

If "yes," how?

55.2%** - Helped ease work load
25.9% - Gave opportunity to stay in touch with the student population as a source of future employees
5.2% - Gave opportunity to stay in touch with new ideas
7.0% - Kind of help mentioned by two or fewer employers
(e.g. gave employees training experience/a chance to interact with others; opportunity to show the student the business world, etc.)

* These figures may also include students from other school boards.

** Because some employers gave more than one reply, this column does not add up to 86.2%

3. Has the Program created any problems for you or your business?

Yes 10.3%

No 89.7%

If "yes," what were they?

- 3.4% - Some students were not interested
- 1.7% - Not enough students in program to meet the demand by business
- 1.7% - Could not afford the time to train students
- 1.7% - Program not long enough
- 1.7% - Not specified

4. What reaction have you observed from the other employees?

Positive Reaction 74.1%

Negative Reaction 0.0%

Mixed Reaction 17.2%

No Reaction 8.6%

Don't Know 0.0%

5. What values do you see in the Work Experience Program?

- 58.6%** - Student gains practical experience/learns about work world/awareness of business office
- 15.1% - Helps to evaluate potential employees
- 13.8% - Work experience program clarifies career goals for the student
- 8.6% - Helps ease workload
- 6.7% - Learning for both the students and the employers
- 5.2% - Other values listed by two or fewer employers (e.g., a chance for student to find out strength and weaknesses, chance to see youth at work) (NR* - 1.7%)

6. What disadvantages do you see in the Work Experience Program?

- 27.6% - None
- 31.0% - Program was not long enough
- 15.5% - Training of student was time consuming/costly
- 6.9% - Unwilling/uninterested students created problems (NR - 19.0%)

7. Please add any suggestions you have for improving the Program and any further comments you might have.

- 12.1% - Students should be more thoroughly trained (e.g., telephone manner, use of electric typewriter, etc.)
- 8.6% - Program should be for a longer time period
- 8.6% - Program was excellent
- 7.0% - Repetitive response (e.g. student was helpful, program should be on voluntary basis, etc.)
- 5.2% - Program should be matched with student's interests
- 3.4% - Would like feedback from students/ teachers on how business can improve program
- 1.7% - Students should be sent when there is time to train them (NR - 53.4%)

** No reply
Because some employers gave more than one answer, this column does not add up to 100%

WORK EXPERIENCE PROGRAMS (BUSINESS EDUCATION)

Student Questionnaire

This survey is to find out what you and other students think about the Work Experience Program. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

(Number of Respondents - 241)

School:	Bickford	-36	Heydon Park	-16
	Castle Frank	- 9	Monarch Park	-22
	Central Commerce	-59	Northern	- 9
	Eastdale	- 2	West Toronto	-23
	Eastern	-34	Western Tech.	-31

Sex: Male - 2.5%
Female - 95.9%

(NR* - 1.6%)

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

1. What business courses are you taking?	Accounting	4.1%
	Data Processing	0.4%
	Secretarial	39.4%
	Marketing	1.2%
	Other	2.1%
	Combination of two or more courses	52.7%

2. Provide details of your work experience program:

Number of work experience weeks the students worked

95.0% - one week
4.1% - two weeks

(NR - 0.8%)

* No Reply

2. (cont'd)

Duties

60.2% - Worked on a variety of tasks

26.6% - Worked on a few tasks

11.6% - Worked on only one task

(NR - 1.6%)

3. Was it worthwhile to take time off school to spend on the work experience program?

Very worthwhile 66.8%

Somewhat worthwhile 25.3%

Not very worthwhile 5.4%

A waste of time 2.1% (NR - 0.4%)

4. Was your work experience related to the subjects you are majoring in?

Yes, very much related 38.2%

Somewhat related 48.5%

No, not related at all 12.0% (NR - 1.2%)

5. During your work experience, did you find that there were skills or knowledge which you needed but which you had not learned?

Yes 22.0%

No 76.8% (NR - 1.2%)

If "Yes", what were they?

7.1% - Other skills/knowledge mentioned by 2 or fewer students
(e.g., accounting/coding/a specific school subject, etc.)

3.7% - Using photocopy machines

3.0% - Data Processing

2.0% - Typing/filing

3.0% - Telephoning/reception

2.1% - Not specified

6. As a result of your work experience, did you find some activities that are less interesting than you thought they would be?

Yes 22.8%

No 74.7%

(NR - 2.5%)

If "Yes", name these:

10.0% - Filing

3.3% - Typing

1.7% - Doing nothing

1.2% - Labeling/mailling

4.1% - Other specific tasks mentioned by 2 or fewer students
(e.g., photocopying, coding, etc.)

2.5% - Not specified

7. Have you ever had a part-time, full-time or summer job?

No, I have had no job experience before 18.7%

Yes, but it was very different from my work experience 73.0%

Yes, and it was like my work experience 7.5% (NR - 0.8%)

(If you answered, "No", go to question #9)

8. Since you have had experiences working, do you think your work experience gave you any further help? (based on 194 respondents)

Yes 69.1%

No 20.6%

(NR - 10.3%)

If "Yes", what kind of help?

23.7% - To relate school to work experience

13.9% - To broaden my experiences with work

7.2% - To relate better with other people

4.6% - To increase self-confidence

3.1% - To learn specific skills (e.g., setting up letters,
answering telephones, etc.)

2.6% - To set career goals

2.6% - To develop contacts for a future job

2.6% - Other specific help mentioned by 2 or fewer students
(e.g., learn responsibility, improve skills, etc.)

8.8% - Not specified

9. What did you like the best about your work experience?

- 41.5% - Socializing with other people
- 19.1% - A specific task was listed (e.g., typing, filing, accounting, etc.)
- 5.8% - Learning about "work world"
- 5.0% - Liked everything (NR - 22.8%)
- 3.7% - Feeling responsible
- 2.1% - Working at own pace

10. What did you like the least about your work experience?

- 23.7% - A specific task was listed (e.g., filing, labeling, telephoning, etc.)
- 19.9% - Liked everything
- 14.9% - Personal factors (e.g., getting up early, being treated like a child, catching up at school, etc.)
- 11.2% - No variety in work (NR - 19.1%)
- 8.3% - Not having enough work to do
- 2.9% - Working hours too long

11. Did the work experience create any problems for you?

- | | | |
|-----|-------|-------------|
| Yes | 8.7% | |
| No | 90.0% | (NR - 1.2%) |

If "Yes", please specify:

- 5.0% - Left behind in school work
- 1.3% - Boring work - not challenging
- 0.8% - Sick/injured
- 0.8% - Interfered with part-time job
- 0.4% - Not knowing how to do work
- 0.4% - Work location too far

12. Given below are statements about the work experience program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you Strongly Disagree.

Circle 2 if you Disagree.

Circle 3 if you are Uncertain.

Circle 4 if you Agree.

Circle 5 if you Strongly Agree.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean *	NR
	(1)	(2)	(3)	(4)	(5)		
(a) The activities available in the work experience program have been interesting to me.	2.7%	9.5%	8.7%	47.3%	31.5%	4.0	0.8%
(b) The work experience gave me contacts for future jobs.	3.3%	10.0%	18.3%	30.7%	37.3%	3.9	0.4%
(c) I have had the chance to find out more about my strengths and weaknesses.	0.8%	10.4%	12.4%	42.3%	33.2%	4.0	0.8%
(d) The work experience taught me to get along better with other people.	2.1%	9.1%	8.3%	45.6%	34.9%	4.0	0.0%
(e) The choice of what work I will do when I finish school is much clearer in my mind.	2.5%	4.1%	20.3%	36.1%	36.5%	4.0	0.4%
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1.2%	2.9%	2.5%	46.5%	46.9%	4.3	0.0%
(g) Through the work experience program, I have learned a lot about job opportunities for the future.	1.7%	10.0%	16.2%	48.5%	23.7%	3.8	0.0%
(h) During the work experience program, I was able to use what I learned in school.	4.6%	13.7%	7.9%	40.7%	33.2%	3.8	0.0%
(i) I was treated as one of the regular workers.	2.1%	7.9%	10.0%	46.5%	31.5%	4.0	2.1%
(j) I would recommend work experience to other students.	0.8%	2.9%	4.6%	32.4%	57.3%	4.4	2.1%
(k) When I leave school, I want to do the same kind of work that I did on work experience.	16.2%	15.8%	30.7%	19.1%	16.2%	3.0	2.1%

* Mean calculated excluding "No Reply".

12. (Continued)	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	NR
(l) Nearly every day I learned something new about the world of work.	6.6%	16.2%	12.9%	46.5%	15.4%	3.5	2.5%
(m) I was well briefed on details (e.g., lunch, dress, transportation) for the work experience.	1.7%	6.2%	2.9%	41.1%	45.2%	4.2	2.9%
(n) I understood the purpose of my work experience before I went.	2.1%	3.7%	7.1%	48.5%	36.1%	4.2	2.5%

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Work Experience Program (e.g., suggestions for improvements, etc.).

74.3% - No comments or suggestions recorded

9.1% - Good experience, enjoyed it very much

7.4% - Employer should give greater variety of duties to perform

5.8% - Program should be lengthened

1.7% - Students should be paid (e.g., minimum wage/TTC fare and free lunch)

1.7% - Employer/supervisor should work closely with the student

APPENDIX F

DETAILED TABULATION OF RESULTS:

WORK EXPERIENCE WEEK

TECHNICAL EDUCATION

RECORD FORM FOR COLLECTING INFORMATION ABOUT
WORK EXPERIENCE PROGRAMS (TECHNICAL EDUCATION)

(Number of teachers - 37)

1. How many students are currently enrolled in the Work Experience Program (Technical)? (Following figures represent number of placements*)

102 - Brockton H.S.	48 - Parkview S.S.
156 - Castle Frank H.S.	70 - West Park S.S.
155 - Central Technical	114 - Western Technical
101 - Danforth Tech.	
10 - Heydon Park	
65 - Lakeview S.S.	

TOTAL - 821

2. Were you able to accept all students who wanted to be in the Work Experience Program (Technical)?

Yes 100%

No 0%

3. How are students selected for the Work Experience Program? (What factors are considered?)

43.2%** - Program is compulsory for all senior students
35.1% - Academic grades
27.0% - Student's interests/attitude/personality
18.9% - Only grade 12 students are sent
16.2% - Job location and means of transportation. Some jobs are offered only to the students having a car.
8.1% - Good attendance record

(NR*** - 8.1%)

4. Were you able to get as many placements as you wanted?

Yes 100%

No 0%

5. Did any students drop out of the Program after they started it?

Yes 29.7%

No 70.3%

If "yes," do you know why?

16.2% - Some students did not like the job/wrong attitude
8.1% - Because of sickness
5.4% - Work conditions were not suitable/work unrelated to education

* Because some students participated for more than one time, the number of students who participated in the program was less than the number of placements.

** This column does not add up to 100% because some teachers gave more than one response.

*** No Reply

6. In your judgement, has the Work Experience Program had any influence on the educational plans of the students?

Yes 59.5%

No 5.4%

Don't Know 35.1%

If "yes," do you have any evidence?

- 24.3% - Students seem to realize value of academic subjects/more enthusiasm in classroom
- 8.1% - Some students plan to join community college
- 5.4% - Students appear to be more motivated
- 21.6% - Not specified/no concrete evidence
(e.g., program helped get part-time job, "student conversation", etc.)

7. Do you have any comments about the Work Experience Program that we should consider in planning the rest of our evaluation (i.e. suggestions for improvement, benefits or disadvantages of the Program)?

- 13.5%* - Program should be conducted for longer time period - at least two weeks
- 10.8% - It is an excellent program/would recommend it to others
- 10.8% - Teacher-in-charge should be encouraged to visit employer site during the work week
- 10.8% - Placements should be arranged by the local staff: it helps to match students' interests/find potential employer
- 5.4% - Central staff should inform school personnel in time - at least a month ahead of the work week
- 5.4% - New companies should be checked closely in terms of nature of work, some offer only "joe-jobs"
- 5.4% - There should be either equal or no pay for the participating students
- 5.4% - Program should not be made compulsory
- 8.1% - Some other suggestions listed by no more than one teacher
(e.g., make available an introductory kit, program be extended for junior students, Guidance Department should encourage students to enroll in the program, etc.)
- 18.9% - No comment (NR - 10.4%)

* This column does not add up to 100% because some teachers gave more than one suggestion.

TECHNICAL EDUCATION

Employer's Evaluation of the Work Experience Program

Dear Employer:

The Board of Education for the City of Toronto appreciates your co-operation and assistance in the Work Experience Program. In an effort to find ways of improving it, we would appreciate your answers to the following questions.

E. N. Wright, Ed.D.,
Chief Educational Research Officer.

Please check (✓) your answers in the appropriate box for each question. For some questions, you are requested to write a brief answer in the blank space provided.

(Total number of respondents - 87)

1. Please describe the type of duties performed by the student.

In some cases, the same employers had more than one student from one or more boards working for them during the same time period. Thus, analysis of responses to this question would have not served our intended purposes.

2. About how many students have you had in the Work Experience Program in the last two years.

60.9% - 1 to 5 students

13.8% - 6 to 10 students

9.2% - 11 to 15 students

10.4% - 16 and more students

(NR* - 5.7%)

3. Do you feel that you or your business has benefitted from the Program?

Yes 73.6%

No 26.4%

If "yes," how?

32.8% - Exposed the business to students in job market

24.1%** Helped ease workload

10.3% - Helped understand future employees

6.9% - Opportunity for permanent employee to feel important by training possible apprentices/potential employees

2.3% - Helped establish good public relations

2.3% - Not specified

* No Reply

** Because some of the employers gave more than one response, this column does not add up to 73.6%

4. Has the Program created any problems for you or your business?

Yes 11.5%

No 88.5%

If "yes," what were they?

6.9% - Some supervision problems, not enough time

2.3% - Student was not interested

1.1% - There was not enough work for the student

1.1% - Student's arrangements for starting were not followed

5. What reaction have you observed from the other employees?

Positive Reaction 78.2%

Negative Reaction 1.1%

Mixed Reaction 6.9%

No Reaction 13.8%

Don't Know 0.0%

6. What values do you see in the Work Experience Program?

80.4%* - Gives student insight into the real world of work

8.0% - Gives employer a chance to assess potential employee

7.0% - Some other help listed by two or fewer employers

4.6% - Helps student decide on career plans

2.3% - Helps employer in productive work

(NR - 2.3%)

7. What disadvantages do you see in the Work Experience Program?

52.9% - None

12.6% - Program was for a too short time period

12.6% - Production drops because regular staff must interrupt to train students

5.8% - Other disadvantages listed by less than two employers

(e.g., match job to student's interests, students were not

"work-oriented", not enough work to keep student busy, etc.)

(NR - 16.1%)

* This column does not add up to 100% since some of the employers gave more than one response.

8. Please add any suggestions you have for improving the Program and any further comments you might have.

- 17.2% - Program should run for a longer time period
- 11.6% - Some other comments listed by two or fewer employers
(e.g, need feedback from teacher/student; student needs tools;
should be advertised more, program for senior students only etc.)
- 11.5% - It was excellent program
- 9.2% - Students should be prepared thoroughly before they are sent/
they should have a clear idea what will be expected of them
- 3.4% - Timing should be more suitable (e.g., when there is more work to do)
- 2.3% - Job should be matched to student's interests

(NR - 44.8%)

WORK EXPERIENCE PROGRAMS (TECHNICAL EDUCATION)

Student Questionnaire

This survey is to find out what you and other students think about the Work Experience Program. You do not have to sign your name to this questionnaire. The answers will be used to find out how good the program is and to determine how to improve it.

(Number of respondents - 501)

School:	Brockton	- 24	Heydon Park	- 7
	Castle Frank	- 41	Lakeview	- 17
	Central Technical	- 197	Parkview	- 17
	Danforth Technical	- 96	Western Technical	- 102

Sex: Male - 88.0%

(NR* - 1.6%)

Female - 10.4%

Please answer these questions with a check mark (✓) in the box next to the answer you choose. For a few questions, you are asked to write short answers in the blank space provided.

IT IS IMPORTANT THAT YOU ANSWER ALL QUESTIONS

1. What technical courses are you taking?

11.2% - Food Services	6.2% - Aircraft
5.0% - Printing	1.8% - Nursing Aid
1.0% - Commercial Arts	4.2% - Graphic Arts
5.0% - Machine Shop	4.0% - Plumbing
9.2% - Automotive	38.2% - Combination of two or more courses
13.2% - Electronics	

(NR - 1.0%)

2. Provide details of your work experience program:

Number of weeks the students worked

82.6% - one week
2.0% - two weeks
0.4% - four weeks
1.2% - six weeks

(NR - 13.8%)

Duties:

58.7% - Worked on a variety of tasks
16.0% - Worked on a few tasks
11.6% - Worked on only one task
3.0% - Only observed

(NR - 10.8%)

* No reply

3. Was it worthwhile to take time off school to spend on the work experience program?

Very worthwhile	67.7%	
Somewhat worthwhile	25.3%	
Not very worthwhile	3.4%	
A waste of time	3.4%	(NR - 0.2%)

4. Was your work experience related to the subjects you are majoring in?

Yes, very much related	60.9%	
Somewhat related	34.3%	
No, not related at all	4.4%	(NR - 0.4%)

5. During your work experience, did you find that there were skills or knowledge which you needed but which you had not learned?

Yes	54.5%	
No	44.1%	(NR - 1.4%)

If "Yes", what were they?

38.3%	- Skills/knowledge mentioned by three or fewer students (e.g., waitress duties, driving forklift, transmission repair etc.)
9.8%	- Not specified
3.4%	- Practical experience
1.4%	- "Many things" (not specified)
1.2%	- More theory and practice
0.4%	- Communicating with people

6. As a result of your work experience, did you find some activities that are less interesting than you thought they would be?

Yes	20.2%	
No	77.0%	(NR - 2.8%)

If "Yes", name these

11.8%	- Specific tasks mentioned by two or fewer number of students (e.g., clearing pans, cleaning floors, bricklaying etc.)
7.4%	- Not specified
0.6%	- Boring than expected
0.4%	- Dirty work

7. Have you ever had a part-time, full-time or summer job?

No, I have had no job experience before 14.2%
Yes, but it was very different from my work experience 76.2%
Yes, and it was like my work experience 8.2% (NR - 1.4%)

(If you answered, "No", go to question #9)

8. Since you have had experiences working, do you think your work experience gave you any further help? (Based on 423 students)

Yes 64.3%
No 27.2% (NR - 8.5%)

If "Yes", what kind of help?

16.8% - To learn about world of work
11.0% - Specific help mentioned by two or fewer students
 (e.g., getting a job, doing shiftwork, value of money, etc.)
10.0% - Not specified
7.8% - To learn more skills
6.2% - To develop self-confidence
4.5% - To get along better with others
3.6% - To gain practical experience
2.8% - To clarify career plans
1.0% - To know more about expectations
0.6% - To increase motivation in schoolwork

9. What did you like the best about your work experience?

23.8% - Socializing with other people
21.0% - Learning work/practical experience
18.8% - Specific tasks (e.g., baking, auto mechanics, make beds, etc.)
6.8% - Some aspects of work experienced liked by two or fewer students
 (working on own, increased desire to work, made job contacts, etc.)
6.4% - Everything/interesting work
3.0% - Earning money
1.8% - Opportunity to work on a variety of activities
1.0% - Learning responsibility
0.6% - Clarifying career plans

(NR - 16.8%)

10. What did you like the least about your work experience?

- 13.6% - Specific task (e.g., cleaning floor, cleaning dishes, etc.)
- 13.6% - Not having enough work to do
- 11.8% - Work hours
- 10.6% - Liked everything
- 10.4% - Some other activities (e.g., catching up in school/dirty job/
working conditions/not being trusted etc.)
- 5.4% - Unrelated jobs/boring jobs/no real jobs
- 5.0% - Program being too short
- 4.0% - Not being paid
- 3.4% - Some work associates

(NR - 22.2%)

11. Did the work experience create any problems for you?

Yes 10.8%

No 87.4%

If "Yes", please specify:

- 3.2% - Interfered with part-time job
- 2.6% - Tiring work/overworking
- 2.4% - Some problems mentioned by two or fewer students (e.g., didn't like
people, delayed pay, accused of mistakes, etc.)
- 1.0% - Left behind in school work
- 0.8% - Didn't like job
- 0.6% - Became sick/injured

(NR -0.1%)

12. Given below are statements about the work experience program. Please circle the number which shows whether you agree or disagree with each statement.

Circle 1 if you Strongly Disagree.
 Circle 2 if you Disagree.
 Circle 3 if you are Uncertain.
 Circle 4 if you Agree.
 Circle 5 if you Strongly Agree.

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean *	NR
	(1)	(2)	(3)	(4)	(5)		
(a) The activities available in the work experience program have been interesting to me.	2.8%	5.2%	9.0%	43.7%	37.3%	4.1	2.0%
(b) The work experience gave me contacts for future jobs.	8.8%	14.2%	22.4%	32.3%	21.2%	3.4	1.2%
(c) I have had the chance to find out more about my strengths and weaknesses.	3.6%	11.0%	15.2%	41.1%	27.9%	3.8	1.2%
(d) The work experience taught me to get along better with other people.	3.4%	8.4%	8.4%	49.3%	29.3%	3.9	1.2%
(e) The choice of what work I will do when I finish school is much clearer in my mind.	3.2%	5.6%	21.8%	36.1%	31.7%	3.9	1.6%
(f) I now have a clearer picture of what really goes on in an office/shop/business.	1.8%	3.8%	9.8%	44.1%	38.1%	4.1	2.4%
(g) Through the work experience program, I have learned a lot about job opportunities for the future.	4.0%	10.8%	20.0%	44.5%	18.8%	3.6	2.0%
(h) During the work experience program, I was able to use what I learned in school.	6.4%	11.2%	8.8%	43.3%	29.1%	3.8	1.2%
(i) I was treated as one of the regular workers.	4.2%	9.0%	9.8%	42.3%	31.5%	3.9	3.2%
(j) I would recommend work experience to other students.	1.8%	3.2%	6.4%	33.7%	52.9%	4.3	2.0%

* Mean calculated excluding "No Reply"

	Strongly Disagree	Disagree	Uncertain	Agree	Strongly Agree	Mean	NR
(k) When I leave school, I want to do the same kind of work that I did on work experience.	13.6%	10.0%	27.3%	25.0%	22.6%	3.3	1.6%
(l) Nearly every day I learned something new about the world of work.	4.4%	12.4%	14.0%	46.7%	20.6%	3.7	2.0%
(m) I was well briefed on details (e.g., lunch, dress, transportation) for the work experience.	5.0%	7.2%	8.2%	47.1%	29.9%	3.9	2.6%
(n) I understood the purpose of my work experience before I went.	2.0%	6.0%	8.8%	45.5%	35.9%	4.1	1.8%

THANK YOU FOR YOUR HELP IN COMPLETING THIS QUESTIONNAIRE

Please add any other comments about the Work Experience Program (e.g., suggestions for improvements, etc.).

- 12.8% - Program should be longer
- 9.0% - Work experience program is worthwhile/would recommend to others
- 7.6% - Employer should offer a variety of course related work
- 5.2% - Students should be paid at least minimum wage/TTC fare
- 3.3% - Some other suggestions made by three or fewer number of students (e.g., evaluation be done by close associates, employer should be more patient, employer should help student to understand the work better)
- 1.8% - Work place should not be too far
- 1.6% - Employer supervisor should work closely with the student
- 1.2% - Teacher-co-ordinator should monitor the program closely/made sure students get some useful work to do
- 0.6% - Make it compulsory so that nobody falls behind in schoolwork

(NR - 56.9%)